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TRABAJO FIN DE MÁSTER

"Motivation, a key aspect to start any educational project. Analysis of effective methodologies and review of didactic activities undertaken in a High School"

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Introduction

Spanish education, in each and every one of its levels, has been experiencing many positive changes from the students' point of view. For many years, the ideology of several teachers has continued to be that of avoiding considering the student as the true central figure and main protagonist of the educational learning process. This may be evident in the widespread and well-known master classes in which the teacher limited himself or herself to speaking for the entire length of the session, leaving the learners a minimum of freedom to participate, something that is nowadays totally unfeasible in a foreign language class if the teacher really wants his or her students to achieve at least certain communicative skills.

However, in accordance with the "*Ley Orgánica 8/2013, de 9 de diciembre, para la mejora de la calidad educativa*", the student body is the centre and the purpose of education. Therefore, learning at school must be directed at forming autonomous, critical, and self-thinking individuals.

Therefore, this paper will show the need to achieve a motivational environment in the classroom that guarantees a proper acquisition of knowledge in the students, not only for passing the several tests and exams that may take place throughout the course, but also for guaranteeing that transversal educational feature of forming autonomous people capable of establishing critical thinking with everything around them.

In this sense, it could be highlighted that teachers, regardless of the educational level at which they instruct, should be almost required to consider, as far as possible, the personal factors of each one of their learners in order to ensure a successful process of acquiring new knowledge and certain skills to meet the needs and objectives of both the teacher and the trainees themselves.

Research Objectives

Throughout the project, different issues of total relevance will be discussed in order to achieve the necessary motivation in the students.

The potential factors that can influence the motivation of the learners will be investigated. However, the figure of the teacher himself is not ignored, highlighting afterwards the possible consequences that teachers can develop as a result of the expectations that they generate, in an almost unconscious way, on each and every one of their students.

Once the motivational issue is addressed in detail, some methodologies and techniques are offered to achieve this motivation within the classroom, highlighting cooperative learning and the use of ICTs as a direct consequence of the close relationship between technology and young people in the present day.

Lastly, a real practical framework is provided where research on student motivation and the usage of new technologies in conjunction with cooperative peer learning was taken into account and employed, offering a concluding analysis and reflections.

Therefore, this study aims to:

- Raise awareness of the significance of taking into account the whole personal context surrounding each of the learners as long as the teacher wants to achieve a motivating environment in the classroom.

- Demonstrate the advantages of bringing cooperative learning into the classroom.

- Show the application of ICTs as an additional, useful and motivating complement to the on-site nature of the lessons.

- Demonstrate the teacher's strong influence and involvement in the student's academic performance.

- Highlight some of the harmful effects that may emerge in the educational process as a direct consequence of the expectations created by teachers towards learners.
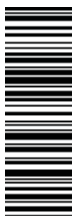
- Emphasize the constant active contribution of teachers as a key part of educational processes that truly seek to achieve excellence in students, both at the personal and academic levels.
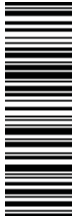
Theoretical Framework

1 - STUDENT'S MOTIVATION

1.1 Introduction to the Importance of Motivation

Motivation and knowledge acquisition within the educational field should be considered as two absolutely necessary elements inside the classrooms of the different current educational institutions. However, the reality in academic relations between teachers and students is not as desirable or pleasant as it should be. Many teachers believe that they are not capable of having sufficient skills to guarantee the correct assimilation of knowledge by their students thanks to the use of new materials, resources and techniques that ensure the necessary and obligatory emergence of this student motivation with regard to the different subjects that they have to face on a daily basis.

The aim of this section is to show the teachers' urge and commitment to search for reinforcing elements that will result in the full motivation of the students. Teachers must know the personal contexts that surround each student in order to guarantee that their motivational and educational intervention is as effective as possible. In this way, as long as the teacher is fully aware of the importance of the elements and ideas that will be shown below, the methodologies proposed in the section of this same work dedicated to those pedagogical strategies, will guarantee, under my point of view, that compulsory motivation for the very complicated task of teaching, since they are updated methods that put the student's own figure as a priority element.

1.2 What exactly influences the motivation of each student?

In order to establish a clear identification of the motivation and the motivational elements that should be used to improve the self-concept of the students, both personal and academic, we will have to place special emphasis on everything that surrounds our students, because every detail encircling them will be absolutely essential for teachers, that is, everything that is part of the student's life has to be considered with great importance by lecturers in order to know how exactly

to carry out this pedagogical intervention that can guarantee an accurate cognitive development of the student, being influenced by relevant materials to facilitate a full motivation that could help teachers to achieve their objectives towards scholars.

Therefore, we will consider the entire context of the students as fundamental, where relations with their respective families, students and teachers, on the one hand, will play a vital role being influenced and fed back by expectations that these parents, teachers and peers unconsciously place on the students, generating the already stated context. That is to say, depending on the relationships that each student establishes with their environments, taking into account those three different levels and, depending on the degree of the student's fixation on those expectations that have been placed on him from those 3 leading figures, scholars will behave in one way or another with the aim of trying to respond to those expectations that have been placed on him, exerting society an enormous pressure that the student must face so that he or she would not be rejected because of not having met those needs that society was demanding, shown through those expectations.

In order to explain those ideas in a simple and straightforward manner but, at the same time, in as much detailed as possible way, we will use, on the one hand, the study developed in 1994 at the University of Oviedo entitled "Determinantes del Rendimiento Académico: Variables Cognitivo-Motivacionales, Atribucionales, Uso de Estrategias y Autoconcepto", produced by José Carlos Núñez Pérez y Julio Antonio González-Pienda. Moreover, the doctoral dissertation developed by Antonio Valle Arias in 1997, titled "Determinantes Cognitivo-Motivacionales del Rendimiento Académico en Estudiantes Universitarios", from the University of A Coruña, will also be used.
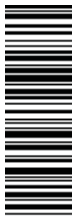
Therefore, and taking into account these two recently cited studies, a visual box has been developed which will be taken as a reference scheme for clarification:
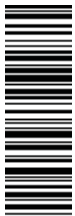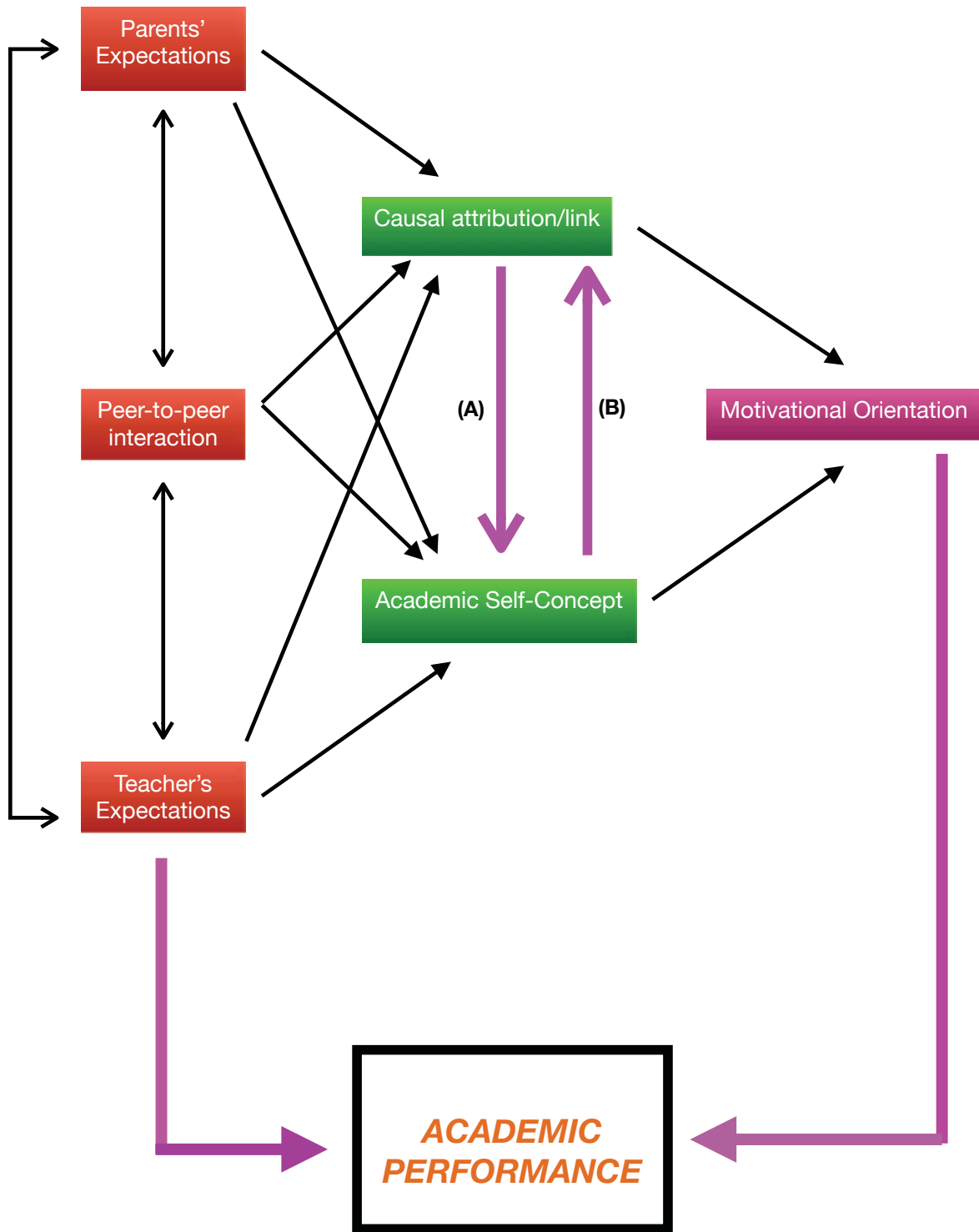
Taken from Núñez Pérez & González-Pienda (1994) and Valle Arias (1997)

Before analyzing it, we must point out the importance of the idea of self-concept. Based on the studies mentioned above, both Núñez Pérez and González-Pienda (1994) and Antonio Valle Arias (1997) pointed out that the self-concept could be considered as that image that we have each created on ourselves. However, it is not only a visual image but rather the set of ideas that we believe define us, on a conscious and unconscious level. Therefore, self-concept, being considered as the opinion that a person has about himself, carries an associated value judgment.

In consequence, two types of self-concept could be pointed out: this self-concept can be given on a personal level, that is, that idea which each human person has about himself and on how he believes that others see exactly that person, which might usually differ totally from reality; and the academic self-concept, that is, the image that the student has about himself when facing his studies and academic challenges and, in turn, this academic self-concept would also be the idea of how his respective parents, teachers and peers perceive the academic abilities of this stated student, a notion which may also be totally distant from reality. Therefore, depending on how this student is reflected in society and in the academic field, depending on how he thinks he is as a human being and how he is as a student, he will face all his subjects in one way or another.

It is now relevant to highlight that the self-concept should not be confused with the so-called self-esteem because, although both notions are similar, the self-concept serves only to describe ourselves, while self-esteem is the concept that refers to our way of valuing us. That is, the self-concept serves to refer to the cognitive side of our way of seeing ourselves, while self-esteem has its main meaning in the emotional and evaluative component from which we judge ourselves.

Once this brief explanation has been carried out, we will move on to the analysis of the visual scheme provided above, taking the subject of "*Lengua Extranjera: Inglés*" implemented in the Spanish Educational System ("*Educación Secundaria Obligatoria*" and "*Bachillerato*") as the reference on which emphasis will be placed throughout this investigation, and again taking into account the arguments provided by both Núñez Pérez and González-Pienda (1994) and Antonio Valle Arias (1997):
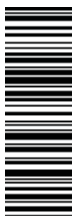
The ideas and concepts shown in the box are of vital importance, but the direction of the arrows provided and, above all, the elements that connect the arrows could be considered even more relevant, as this will indicate that degree of significance.

Following an order from top to bottom and from left to right, we can first observe parents' expectations, making reference to the family environment of each student. Essentially, it can be considered that all students have an almost accurate knowledge about what exactly parents and the family environment think about them and, therefore, about what they truthfully expect at the academic level of their children or students. That is to say, each student knows which mark parents are actually expecting the student to achieve in the English course.

Regarding to interaction with peers, we are referring to the relationships established in the classroom. The importance of the sub-groups that have being formed within the heterogeneity of the classroom comes into play here. Depending on which group a student belongs to, he will know exactly what is expected of him within the English language subject. Therefore, a student who belongs to the social group that achieves the best results will observe different academic expectations of their peers than that student belonging to the problematic group, where the trend of results will be as low as possible. That is, each social group establishes a series of patterns to be able to belong to that group. If a student did not comply them, he could hardly be included in that group, and may even be rejected if he fails to meet those standards unconsciously set by the members. So, we must try to encourage the interaction between all the members of the diverse communities

It is certainly curious and unique how all students are also aware of who are the best students, in this case, in the English subject, which leads to an internal model in the classroom that, in turn, generates certain expectations.

As for the expectations of teachers, although many efforts are actually attempted, every teacher will unconsciously develop certain expectations that can benefit or harm their students. As human beings, it is inevitable that certain preferences are developed advantaging some students, not

fostering others' abilities. Therefore, these expectations can be given on a personal or collective level, being he teacher able to remark having good or bad students or even good or bad groups.

As we can see in the previous box, these expectations formed at those three levels that we have differentiated feed back each other, generating what Núñez Pérez and González-Pienda (1994), as well as Valle Arias (1997), called "causal attribution" and "academic self-concept", having been this latter idea explained before.

In relation to that causal attribution, depending on what parents, teachers and peers think about a student, the scholar will be facing the English subject in one way or another, favoring a good and accurate performance or, on the contrary, harming the student as he will notice a very difficult atmosphere to achieve a good result. Therefore, from this causal attribution, each scholar will generate a motivational orientation regarding the subject, being the student able to perceive this area of study in an effective way since he could have been able to generate a necessary motivation by being able to contemplate his possibilities within the subject, creating a positive predisposition in line with the three levels already mentioned. However, this could also appear just the opposite, with scholars who have a negative inclination towards English due to the aforementioned expectations, generating, thus, that negative motivational orientation.

On the other hand, as mentioned before, teachers, parents and peers have their own opinion about the student, at the academic level. However, how a student sees himself in this academic field, although influenced by those three levels, may not be the same. In this way, if a student is disciplined and effective, he will respond to academic tasks in a positive way. On the contrary, if a scholar considers that all his efforts will be in vain, a different motivational orientation will be generated in comparison to the standard student, being this translated into the acquisition of totally opposite academic results.

Therefore, we observe how the expectations formulated in these three levels generate causal attributions and academic self-concepts in each student that, necessarily, feed each other back constantly. In this sense, if a student is confident, his abilities for spoken English will be huge, so that the causal attribution he is going to seek will be the need and the benefit to learn more and more grammatical oral structures that allows him to build a fluent English as soon as possible, thus
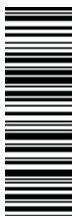
generating a good academic self-concept that will make this student's desire insatiable as he will wish to continue growing and acquiring more knowledge. However, if a scholar fails to develop correct skills for good oral use of English due to the bad academic self-concept he has about himself, the causal attribution that the student will seek will be, for example, luck, trying to learn what he will consider basic and essential in order to get a pass mark with the least possible effort. Therefore, although we must not forget about the standard students, teachers should know how exactly to act so as to tune with them, trying to grant new materials and techniques that favor the development of a new motivational orientation that changes their predisposition to the subject.

The reason for the urgency of teachers taking active part on students' cognitive developments is due to the fact that teachers' expectations, curiously, have an enormous and totally linked influence on students' academic results. Therefore, if a teacher, apart from being a mere "transmitter" or even "broadcaster" of knowledge, is aware of his or her huge relevance and value in achieving better results in students, it could certainly be groundbreaking, as this would guarantee a change in motivation in the students. That is to say, if a teacher is aware that an evolution and innovation in methods and techniques in certain students can favor a change in motivation directly linked to better academic results, we could be talking about an excellent and totally strategic teacher.

Basically, what is relevant to emphasize is the vital significance of the teacher in the cognitive development of all students. Each student arrives at the school environment with very marked cultural nuances, which may generate different motivational orientations regarding certain subjects. The role of the teacher, in this regard, is to ensure that with his performance, each student manages to generate a necessary motivation for the achievement of realistic and essential academic objectives. The issue is to know how exactly it can be achieved: basically, each teacher must have certain skills for that much needed achievement.

And, before going on to speak about the effects that teachers themselves can develop due to the expectations that they place on their students, it is important to make a brief comment on the self-esteem of students, on how teachers are truly able to strengthen it and even destroy it.

The idea that each and every one of us has about our ability to face a task or a problem has a decisive influence on our behavior. Academic self-esteem constitutes the perception and assessment that students make of themselves associated with the school environment.

If we manage to enhance it, we obtain a form of motivation that maintains a direct relationship with academic success. Although it is obviously a fundamental issue to take into account from the teacher's perspective, it is totally unrelated to the teacher, as it is innate to each student and, depending on the case, can vary greatly.

The teacher must contribute to students having positive self-concepts but, in order to be able to instill them, he or she must strengthen his or her own self-esteem. It is obvious to think that when any individual feels satisfied and happy, he or she will face tasks and problems more easily.

In this sense, connection could be made with another important aspect that affects the students' learning process: the hypothesis of the affective filter proposed by Stephen Krashen (2011). Basically, this author considers that the emotional state of students and their attitudes act as a fundamental factor that would allow for the understanding and acquisition of information or, on the contrary, impede those data that would foster the development of knowledge.

Krashen highlights motivation, attitude, anxiety and self-confidence as key features within his hypothesis. He also points out the devastating effects that might occur upon the student if any of these concepts experienced any shortcomings.

Thus, the higher the affective filter, in other words, the higher the levels of anxiety, the greater the possibility of a student failing in his or her learning process. On the other hand, a low affective filter will allow better levels of acquisition and learning in a foreign language, for example.

While motivation is pointed out as a crucial driver in the acquisition of any knowledge, Krashen highlights two types of motivation in students: integrative and instrumental.

The former involves the learner taking an interest in the target language and being willing to participate in the whole social context around it. The second type is characterised by extrinsic motivation.
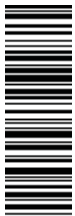
Therefore, Krashen considers that integrative motivation has both positive and enriching aspects, while instrumental motivation only implies negative aspects for language acquisition.

So, lecturers must be fully aware of their extracurricular importance, and therefore must be concerned about some critical factors that must be considered in order to enhance the self-esteem of his or her students:

Teachers must assume that each and every human being has abilities. Each group of students is heterogeneous, and if educators try to visualize the group from the perspective of homogeneity, they will be making a practically unforgivable mistake.

The tasks should be adapted according to the possibilities of each member of the student group, so that this can encourage, as far as possible, the participation of students.

In the case of those who present more difficulties, the effort made should be recognized, since the students should be shown that success is the result of effort and not of ability. It is also important to focus on the strengths of these students and never on their weaknesses, ensuring that they are motivated. Nor should we forget those students whose abilities are remarkable, although it should be emphasized to all members of the group that failure is part of the learning process, and therefore, if it does not appear, successful learning will not take place.

And finally, teachers should always adopt a totally optimistic perspective that allows students to escape, as much as possible, from their deficiencies, since the deficiencies of each person greatly determine different behaviors and attitudes.

If the student's self-esteem is low, if achievement expectations are not provided and the student attributes his lack of academic success to events he cannot control, what Martin Selingman terms "learned helplessness" may occur. In fact, this author in his work published in 1975 entitled "Helplessness: On Depression, Development and Death", indicates that this situation leads to almost total apathy and permanent passivity. Specifically, this learned helplessness is explained in Selingman's recently cited work as a psychological state that manifests itself when a person begins to feel that he or she is incapable of modifying any situation, behavior or state through his or her conduct. That is to say, that this behavior does not influence at all the obtained result.

This generates a feeling of lack of control over the environment and the circumstances surrounding the individual, and any effort to control them is useless. In this way, the simple fact of thinking that these acts will not modify a concrete situation, leads the person to avoid it or not to face it.

At this point, once teachers understand the importance of context for each and every one of their students in order to achieve a certain degree of academic motivation, the instructor must know and be fully aware that the expectations that he or she generates for the students will inevitably have both positive and negative consequences. However, in order to mitigate their effects, every lecturer should be aware of what will be developed next, which is of utmost significance.

2 - CONSEQUENCES OF THE EXPECTATIONS CREATED BY TEACHERS

In order to turn students into the authentic protagonists of the educational and pedagogical action, the teacher must have a vital role, since this figure is the most important in the whole educational process, hence the previously presented scheme shows how their own thoughts and expectations have an overall relevance in the student's academic performance.

Therefore, in this sense the teacher must be aware of two effects that can occur in their professional day-to-day routine, which might be considered as unconscious outcomes of their pedagogical actions. In fact, they are actually known as the Pygmalion effect and the Labeling Theory:

2.1 The Pygmalion Effect

As has been repeated throughout this study, great emphasis must be placed on the role of teachers with respect to the students in their charge, since future achievements and/or failures will depend to a great extent on them.

Paying attention to the motivation that must be embedded in the learners in order to carry out pedagogical practices with the greatest possible success, the connector or bridge between their motivation and the achievement of an objective depends greatly on the figure of the teacher.

And, for teachers, it is of vital importance to know, distinguish and realize the possible effects that their pedagogical action can produce on their students.

2.1.1 History and Mythological Origin

First of all, the so-called "Pygmalion Effect" stands out, which owes its name to the ancient Greek myth collected by the poet Ovid in his well-known work "*Metamorphosis*". Basically, the myth consists on the following:

Pygmalion, king of Cyprus, seemed to be so obsessed with the concept of perfection that he pretended to fall in love only with the woman who could represent the notion that haunted him. His story begins when he began to model a statue in the shape of a woman. However, as his creation progressed, the voluptuous features of that marble statue and its apparently perfect lines increasingly captivated Pygmalion, to the point that he developed feelings for that inert statue, being himself surprised by the evidence that he had fallen deeply in love with his own lifeless creation.

Ovid says that such was the infatuation that Pygmalion himself constantly embraced and kissed his work as if it were a real woman, longing for that statue to come to life. However, the cold feeling of the marble produced in Pygmalion an enormous feeling of desperation, because the more he touched, kissed and admired his work, the greater his desire was. It seemed that, inevitably, he had fallen in love with an idea that did not exist at all.

But such was his fate that, in his many prayers to Aphrodite, goddess of beauty and love, she finally decided to grant the king's wish, giving life to that inert body so that Pygmalion could fulfill his desire to marry that which represented his perfection.

After kissing the statue again, Pygmalion began to feel a certain warmth in the body of the statue, realizing that it had come to life, becoming a beautiful woman. And, after being deeply grateful to the Olympus of the Greek gods, allowing himself to be carried away by passion and his unrestrained desire, he ended up possessing the statue, which became called Galatea. As a result of this union between the artist and creation, Paphos was finally born, who would give his name to an island.

2.1.2 Pygmalion Effect in the Academic Field

In order to analyze what this Pygmalion effect exactly consists of in the educational domain, we can take into account the renowned psychological experiment developed by Professor Jane Elliot, broadcasted in the documentary "*A Divided Class*" in 1986. Here, the teacher, in an elementary school class in a town in the American state of Iowa, formed two groups depending on the color of the eyes of the members, establishing a kind of supremacy to the group whose eyes were light colored. And, although this experiment is focused on the condemnation of racial behaviour, having as its main objective to raise awareness of the devastating effects of discrimination and intolerance,
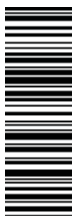
it can serve as a precedent for the explanation of the Pygmalion effect, since it shows perfectly how students act according to the teacher's expectations, thus generating certain tensions due to the prejudices they have acquired. That is, from a sociological point of view, Elliot's experiment shows how students' behaviour and self-esteem, whether in primary, secondary or university education, can be affected by the information they receive about their own behaviour and the way in which this is treated, being accepted or totally rejected, in this case, by the teacher.

In short, it is a clear reference for analyzing the process of interaction between teachers and students, emphasizing how the previous beliefs and expectations of the figure of the teacher will dramatically impact the academic, personal and motivational development of the student, as has been emphasized throughout this work.

2.1.3 Understanding the Pygmalion Effect in the Classroom

The Pygmalion effect applied to the school environment refers to how the teacher's expectations concerning the student can condition his/her behavior towards the instructor and affect his/her academic evolution.

As noted in "*Pygmalion in the Classroom: Teacher Expectation and Pupil's Intellectual Development*", Robert Rosenthal and Lenore Jacobson conducted an experiment in 1968, that is now well-known, in which they randomly selected students at an elementary school called Oak School after giving them a series of intelligence tests. However, they indicated to their teachers that, due to the high abilities of the chosen scholars ("academic bloomers"), they would have great academic improvements during the course, although this was totally false since the students were chosen at random. At the end of the school period, they repeated the above-mentioned tests and observed how the students on whom high expectations had been imposed had considerably increased their coefficients. Then, what is known in psychology as *self-fulfilling prophecy* occurred in the classroom, that is, the teacher's beliefs about the abilities of his or her students originated behaviors that the very same instructor expected. Not only can the teacher's positive or negative expectations affect students' behavior as can be seen in Elliot's experiment, but they can also affect the learner's intellectual level. Therefore, the professors participating in this experiment created

high expectations in relation to the selected students without the own teachers' being aware of it, and acted in favor of the expectations they had created so that they were finally fulfilled. Thus, the climate, the attitude and the willingness to teach them was different and more special. However, the point was that the real test assessing the intellectual capacity of the students was never carried out.

Again following this recently cited work, along with the 1966 title "*Teachers' Expectancies: Determinants of Pupils' IQ Gains*," Rosenthal himself considers four determining factors that help explain how teacher expectations can be conveyed to students from whom more is expected:

1) *Climate*: A closer emotional climate is generated by unconscious non-verbal communication based on gestures, facial expressions, tones of voice... which end up expressing emotions that are certainly pleasant. In this way, the student captures that feeling of favorable treatment, being able to react in a different way to the teacher's messages.

2) *Input*: In general terms, more subject is taught. This is encouraged by the expectations that lecturers have created about the ability of the learner under consideration, so that the teacher will make more of an effort to explain new academic content and be more demanding of those students from whom higher efforts are expected. Obviously, this does not happen with scholars that the teacher believes to be less intelligent, to whom he or she will unconsciously offer less time in explanations.

3) *Opportunity*: Perhaps looking for more critical thinking, they are asked more questions and given more attention. In this sense, the teacher has to rely more on the answers of these supposedly highly capable students, so that questions with a certain degree of difficulty will always be aimed at them. He or she will help them more in their justifications by suggesting alternatives, avoiding interrupting their replies and, compared with the rest of the scholars, giving them a greater scope for response.

4) *Feedback*: They are praised more. The more one believes in these students, the more one praises them so that they can obtain the best result. Conversely, if the teacher does not believe in the learner's ability, the student may accept an incorrect or incomplete answer.
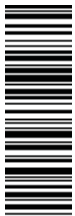
Obviously, each teacher will inevitably develop certain preferences for some students, to the disadvantage of many others. Although, as has just been emphasized, this is practically irremediable and unavoidable, professors do need to have basic psycho-pedagogical knowledge in order not to show these preferences in public, being fully aware of the devastating effects that such favorable treatment can have in many ways. Therefore, a good teacher should be able to encourage the participation of all learners, regardless of their characteristics, since, as Joan Vaello suggests in his work published in 2011 entitled "*Cómo dar clase a los que no quieren*", when the student is directly involved in the learning process he or she assumes a sense of belonging that facilitates their progress. Furthermore, this same author points out that instructors must dedicate sufficient and appropriate time, "without being in a hurry and having to break the script when necessary, without cutting off questions and spontaneous interventions from any student, and having to respect each and every intervention, highlighting the positive aspects of them, even if they are incomplete".

However, it should be borne in mind that, whether they are real high-achievers or just regular schoolchildren, not all students will be willing to welcome that teacher who will treat them favorably. However, it should be borne in mind that, whether they are true students with high abilities or simple schoolchildren with regular skills, not all pupils will be willing to accept that teacher who will generously treat them. In other words, it is tremendously important to have a link that connects these students to the instructor in matter. In this sense, researchers Robert Pianta and Bridgett Hamre, in their work "*Early teacher-child relationships and the trajectory of children's school outcomes through eight grade*" published in 2001, emphasize this aspect, pointing out in their study that quality in the trainer-taught relationship. To some extent, what these authors have been demonstrating in their study is the need to establish high quality relationships between professors and learners in order to achieve academic and behavioral outcomes in the future. Here, they observe how in the very first years of schooling, behavioral problems can disappear through the application of preventive interventions that will guarantee the creation of these relationships of quality that will allow students to obtain optimal academic results, in a certain way facilitated by the acceptance of the teacher in front of them, since these students will be aware of distinguishing the behaviors that teachers will develop toward them.

Nevertheless, although it has been somewhat less studied, the Pygmalion effect may imply two different approaches, the positive and the negative. Having already highlighted the bright side of the subject, teachers can likewise provoke the opposite in their students through the unfavorable Pygmalion effect, in which the empowerment of the students' circumstances takes a radical turn and leads to the opposite result of the positive side of the Pygmalion effect. Also designated the Golem effect by Babad, Inbar and Rosenthal in their 1982 work entitled "*Pygmalion, Galatea, and the Golem: Investigations of biased and unbiased teachers*", this negative Pygmalion effect refers to the process by which the low expectation generated on a student leads to a marked decline in academic performance and achievement. And, although in general terms there has been a certain reluctance to investigate the harmful effects of this Golem effect in favor of the positive side of the aforementioned phenomenon, although most of them are outside the educational territory that can be easily applied to education, there are some studies such as "*Pygmalion in reverse*" (Babad, 1977) and "*Remedial self-fulfilling prophecy: Two field experiments to prevent Golem effects among disadvantaged women*" (Davidson & Eden, 2002) , which demonstrate the need and obligation of teachers to be aware of these secondary damages that their own educational action could cause to students, who should only receive good instructions, being the beneficiaries of the positive effects, as far as possible, of any pedagogical action, both inside and outside the classroom. That is to say, generating the least possible number of deficiencies, this will enable pupils to become efficient students and, above all, critical of the environment that surrounds them, which I think is the most important thing for their daily lives as human beings.
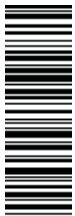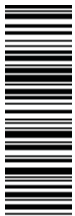
2.1.4 Raising Success Expectations

Based on the study entitled "*El efecto Pigmalión. ¿Hasta qué punto determina nuestro futuro la visión que los demás tienen de nosotros?*" (Castrillo, 2014), the students, as has been pointed out many times in this study, are strongly conditioned by their own personal history, so that the perception of their own worth is essential to achieve the objectives that have been set. For this reason, the teacher is vital, since he or she must know how to induce expectations of success in all of his or her students. Especially important is the initial phase of the course in which the educator transmits the aims he or she intends to reach. In this sense, Castrillo offers a couple of examples where we can compare two different versions corresponding to the beginning of an academic year, at any current educational level:

1. "*This year you have a very difficult subject to pass. Those who do not have a solid base of acquired knowledge can forget about reaching the minimum score*".
2. "*This year a course full of challenges awaits you to be overcome. By putting together everything you know with what you're going to learn, you'll easily be able to achieve it*". (p.16).

The message conveyed in the first case is that only the student who has the capacity will be able to obtain successful academic results. This is clearly a totally harmful first approach, since the teacher stresses that there is no room for improvement through effort. Therefore, that student who has bad past experiences will quickly become demoralized and disconnected from the rest of the group during the months that the subject lasts.

In the second scenario, it is accepted that the student has certain previous knowledge, however minimal. The instructor establishes a good first connection and makes his learners realize that what they have already retained is important and, from this knowledge, new learning will be generated. A message of hope is transmitted, so that the student understands that through effort and by providing the very best of themselves, they will be able to obtain pleasing results.

The clear dissemination of the objectives is essential so that the trainee knows what is going to be required of him/her. Furthermore, it is desirable that the assessment of these targets is not limited only to the level of knowledge acquired, but that other goals related to individual effort should also
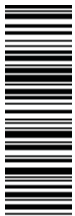
be considered. In this way, being clear, transparent and honest with the students will help to create that high-quality relationship that will end up improving the intrinsic motivation of the class to participate in the learning process, as Eric Jensen points out in his 1998 work "*Teaching with the brain in mind*". If the subject matter is of interest to the student, the whole process will be simplified, although it must be assumed that the individual cannot always be expected to be motivated to perform the tasks. In this case, it is necessary to emphasize aspects that are not innate but that can be taught, such as the will and the sense of responsibility.

2.1.5 Students vs Teachers: On whom does school learning depend?

The teacher has to become a valid reference that allows the students to acquire new behaviors in the first levels of primary education, as well as in secondary and post-compulsory university education. The great problem that educators face is this internal struggle caused by the development, sometimes unconscious, of these expectations on some of their students. Focusing on only a few learners to the prejudice of other pupils, apart from not guaranteeing equal educational conditions, can be incredibly harmful to the student community as a whole.

As we have been pointing out, getting to know the students and creating a positive mood in the classroom are two fundamental aspects of the educational process, and this can only be fostered, in a high percentage, by the figure of the teacher. That is, this teacher must always keep in mind to forget the classic idiosyncrasy of highlighting everything that students are unable to do, avoiding only praising the most outstanding students, thus creating a demoralizing atmosphere in the classroom. In order to teach effectively, enjoying the subject, a good level of academic mastery is necessary on the part of the teacher, but it is perhaps much more significant that the instructor remain fully aware of all the aspects that we have been emphasizing throughout this analysis in order to achieve this motivation in the students.

As Manfred Spitzer indicates in his work published in 2007 called "*Learning: The Human Brain and the School of Life: The Human Brain and the School for Life*", the teacher must be passionate about his discipline, being able to transmit his enthusiasm and interest to the learners, since he is the most powerful didactic and pedagogical instrument that exists, far beyond any textbook,

photocopy or digital material. A good educator is someone who shows passion, dedication and excitement for the subject in which he or she is considered an expert, someone who praises each of his or her students, being able to show affection for all of them at some point in the educational process. A good teacher is someone who is able to set the brain in motion from a rational and emotional point of view, since this is vital in order to achieve motivation in students.

2.2 Labeling Theory

The origin of this theory goes back to the American sociologist Howard Becker, who is considered the greatest exponent of the Labeling Theory. His importance in the field of sociology can be clearly appreciated in the 1963 composition entitled "*Outsiders: Studies in the Sociology of Deviance*", in which he develops his theory on social reaction and deviant behavior, also known as the labeling theory, which refers to the effects of social reaction on the creation of criminals or, in this case, "labeling". In other words, in this study, Becker defends that it is the State, the real social power, which truly designs and builds the delinquent.

Although it is a study that is rather oriented towards criminalistics, Becker's work could certainly be seen as a condemnation of the social system of his time, since the same behaviors were carried out by black and white subjects, being the latter ones mainly labeled as criminals.
However, focusing now more on the educational field, it is quite curious how the expectations of others, of those three levels previously mentioned (parents, peers and teachers) influence the conformation of the image and social identity of individuals.

In line with what Ray C Rist suggests in the chapter entitled "*Sobre la comprensión del proceso de escolarización: Aportaciones de la teoría del etiquetado*" in the work published in 1999 written by Enguita and entitled "*Sociología de la Educación*", he defends that all the people in charge of social control in the educational field, among whom teachers and management teams stand out, assign individuals "labels" with which they justify certain attitudes and behaviors, thus carrying out

a social classification. Therefore, although Rist defends and raises this theory of labelling as the one that gives indications and explanations for the study of social deviation, he prefers to relate this divergence with the educative scope, focusing his attention on the events happening inside the school environment, since, in this way, this theory will serve to explain the success or the failure at school.

Rist agrees with Becker that this social deviation is totally subjective and potentially problematic: "the deviation is not a quality of the act that the person commits, but rather a consequence of the fact that others apply laws and sanctions to a «transgressor». The deviant is someone to whom the label has been successfully applied; and the deviant behavior is that of the individuals so labelled" (Rist & Enguita, 1999). That is to say, this construction is carried out by means of the label that we put on others, assigning to such people some qualities that we consider "deviant". The labeling is made by individuals and social groups but then it acquires its own reality since images are generated by which we act and conform our own expectations.

The problem with students already labelled is that they inevitably raise certain expectations in the teacher that will have a total influence on the academic performance of each of the learners. These deviant judgements are mainly created by teachers and, in line with Rist, are the result of simple stereotypes, highlighting information obtained from those students through previous academic performances, the socio-economic status of the family they belong to, their behavior within the classroom, race and sex, clothing, and so on.

And, although it is a "social process through which individuals negotiate, reject, accept, modify and reinterpret attempts at labelling" (Rist & Enguita, 1999), it is difficult to destroy these images that have already been created. Therefore, the good teacher must be the one who knows how to leave aside the social interpretations of students in order to focus the attention only on providing an education based on equal conditions.

Essentially, this theory says that if a learner has been carrying the label of a bad student for a long time, he will probably end up being one, because he will believe what each and every one of the professors have been telling him throughout his academic life, thus producing that deviation caused by social power. Becker pointed out that society was the one who really decided who was the author of a crime and who was not. Well, extrapolating this to the educational field, those powerful
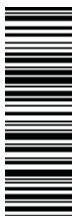
social figures who decide about individuals can be considered the teaching staff, the professors themselves. They have the authority to decide, year after year and course after course, who is the author of educational crimes and who is not, that is to say, they have the capacity to decide, to a large extent, the good and bad students. Basically, these studies related to the "labelling approach" serve to show teachers the need to stand up and get to know the trainees, giving them opportunities to show their true attitudes and student skills, and the good teacher can and should nip in the bud the label that the student has been dragging along year after year, since the only thing that can be achieved in this way is ultimately the creation of that figure of the bad student, as learners themselves end up believing each and every one of the comments that they have heard throughout their lives, repeated over and over again by different powerful social agents, who, as we have been repeating, in the educational landscape are the teachers themselves.

3 - Motivating Teaching Methodologies for Students

Leaving aside some of the traditional educational methods in which only the teacher was the active figure in the process, relegating the students to a secondary and totally passive level, such as the master classes, in the following section I will offer a few teaching methodologies that, in my view, are the ones that most influence student motivation, allowing teachers to investigate the context of each individual , giving professors the opportunity to be as close as possible to their students and making the educational process wholly profitable for both sides.

It should be noted that this series of methodologies proposed subsequently are the result of personal research, so it is not intended to belittle any teaching proposal that is not included in this list. I will simply analyze those that I truly consider to be useful and productive for students.

1. Cooperative Learning as a Didactic Resource

Since we are seeking to investigate the main methodologies that achieve and guarantee, as far as possible, a motivation in the students, knowing their personal so heterogeneous contexts, it is therefore almost a necessity and even an obligation to point out the technique based on cooperative learning, since the creation of that necessary positive working environment in the classroom can only be built if teachers are able to make students feel comfortable and integrated in each lesson. And, probably, resorting to constant work with their colleagues will mean a notorious increase in their attraction to the subject which, in this case, is the English language.

In general terms, and according to the brothers and social psychologists Johnson in "*An Educational Psychology Success Story: Social Interdependence Theory and Cooperative Learning*" (2009), cooperative learning is a generic term used to refer to a group of teaching procedures that start with the organization of the class into small mixed and diversified groups where students work together and in coordination with each other to solve academic tasks and deepen their own learning, with the teacher having to show students certain social practices that guarantee effective work among peers.Therefore, in this cooperative learning, academic situations are generated in which the aims of the participants are closely linked, in such a way that each one of them will only

be able to achieve their own goals as long as the rest of their fellow group members manage to reach theirs.

Hence, this cooperative learning is characterized by a pedagogical practice in which the members of a team support and trust each other to achieve a predetermined goal. This methodology should be considered of vital importance in today's classrooms, since it favours student learning by encouraging social interaction, creating a climate of respect towards diversity that ultimately encourages self-esteem and motivation of each student to take a subject that may be interesting to a greater or lesser extent, depending on the individual ability of the instructor who teaches the lessons.

In order to provide a much broader view of the characteristics and principles on which this type of teaching methodology is based, the arguments proposed in de León Sac's doctoral thesis (2013) entitled "*Aprendizaje Cooperativo como estrategia para el aprendizaje del idioma Inglés*" will be used. According to this author, and as has already been indicated, the most important thing when carrying out activities that are in line with this approach is to pursue the same objective, i.e. to achieve the exact target for each and every one of the students belonging to the different groups that make up the classroom under consideration. In fact, the common benefit shown by this strategy may allow students to extrapolate that natural feature of benefit and social and joint aid to daily life outside the classroom itself, working on respect and social coexistence as one of the most important educational cross-cutting aspects, as stated in Article 6 of the "*Real Decreto 1105/2014, de 26 de diciembre, por el que se establece el currículo básico de la Educación Secundaria Obligatoria y del Bachillerato*".
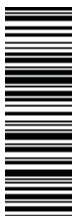
However, it is more than evident that the teacher who decides to carry out his or her lessons following this methodology based on cooperative learning must take into consideration a series of fundamental principles of this pedagogical strategy. Based on Ferreiro and Calderón (2001), these main principles are:

- Headmaster. Pupils and teachers are learners and educators, educated and learning. That is, the professor learns when he teaches his students and the student himself will be able to teach and clarify concepts to his peers when he has really learned the lesson given by the professor.

- <u>Delivered leadership.</u> Due to the fact that with this methodology the students are distributed in groups of at least two people, the teachers have to take into account that each individual has a series of specific abilities, and not everyone is prepared to lead a group of people. However, these students unable to command will have other skills such as active listening or empathy, which are also of vital importance within this small social and academic group. Although it may also happen that in the same group two very strong personalities converge, two egos that will have no choice but to work for the benefit of the group, leaving aside their possible disagreements about who should decide about the group and why. In this case, they will have to agree, for example, what guidelines to follow in order to achieve the maximum benefit of all members of the team, trying to seek that common benefit, which, in the case of teaching, would probably be to obtain the highest attainable qualification or recognition from the teacher.

- <u>Mixed grouping.</u> Anew, when distributing students in their respective teams, the teacher must again take into account the contexts and personal characteristics of each of the students. To do this, it is inevitably required to establish, as far as possible, these relationships between educators and learners, perfectly knowing the main group , in order to finally make the necessary subdivisions in this methodological strategy. Thus, the members of the group will be people of different sexes, genders and social backgrounds, as long as the classroom context allows it. In the same way, it will be necessary to reflect on the capacities and abilities of each of the trainees, as indicated in the previous point. And, if we were in a context that required a certain physical level such as a session of the subject of Physical Education, the physical capacity of each pupil would also have to be observed in order to guarantee equal conditions in the whole group.

- <u>Group independence.</u> Although this may not be possible at first, the teacher should be skillful enough to ensure that the problems arising within each subdivision are progressively solved without the need to rely on the help of the lecturer, thus ensuring that students are formed with a certain level of autonomy, maturity and self-sufficiency.

Besides taking into account these essential principles, for an activity to be catalogued within the pedagogical strategy of cooperative learning, it must contemplate a series of basic components that, according to de León Sac (2013), the teacher must rigorously apply in order to create the indispensable conditions that lead to effective cooperative action.

Those basic elements are described by Díaz and Hernández (2004):

- <u>Positive inter-dependence.</u> This term refers to the bond that each student can establish with their respective peers in the division in which they have been classified, so that without their support and collaboration, the student may not even be able to achieve their goals. This is the main reason why all students coordinate their respective activities to carry out a specific task, within this methodological strategy of cooperative learning. This favorable interdependency also means, again, that all the members of the same team have to be fully aware that the work of each of them not only benefits him or herself but also the rest of the partners. And, on many occasions, the teacher will have to emphasize this, being skillful enough, since not all students are prepared to collaborate with other people.

- <u>Face-to-face promotional intervention</u>. Here, the capacity and need of each group to carry out processes called "brainstorming" will have an enormous impact, since this promotional intervention with the rest of the peers refers to social interaction and verbal exchange between all the students in the group with respect to the materials, activities and decisions they will have to make and carry out. Therefore, this basic component of cooperative learning, in reality, allows for a series of cognitive activities and certain interpersonal dynamics to take place in which each member of the group must listen to the opinions and concerns of each partner regarding the activity they must face together.

- <u>Personal responsibility and esteem</u>. This term refers to two different aspects. On the one hand, from the teacher's own point of view, constant support and supervision is required for all the classifications of students that make up the entire group itself, since this will allow evaluations of the personal progress of each of the students belonging to each group to be made. In this sense, it is important that the educator takes into account two different points of view, the one directed towards the individual, on the one hand, and the another one addressed to the group, on the other hand; since this will allow the teacher to easily recognize those students who need more support to carry out the proposed activities, but it will also enable the teacher to make sure that all the members of the same group work cooperatively, being able to take appropriate decisions if this is not fulfilled. From the student's point of view, self-criticism is extremely important, both personally and as a group. This may allow students to critically assess the reason for their

decisions, and whether these have been correctly chosen, benefiting or harming the group. The teacher here will have a much greater influence than desired, since nowadays, the great majority of Secondary students are not usually able to establish clear critical analyses about their own decisions, in this case, at an academic level.

- Interpersonal and group skills. The personal expertise of the trainer should imply that students learn the social abilities required for a real cooperation, being able to perceive their advantages and feeling clearly motivated to put them into practice with the rest of their peers. Therefore, values and attitudes of total relevance for coexistence inside and outside the classroom are encouraged, such as tolerance, honesty, a sense of equity and justice in the relationships with other students, etc., which are included in Article 6 of the "*Real Decreto 1105/2014, de 26 de diciembre, por el que se establece el currículo básico de la Educación Secundaria Obligatoria y del Bachillerato como elementos transversales de la educación española*".

- Group processing. One of the main characteristics of cooperation is the need to listen to each and every member of the same group. Therefore, this methodology that encourages participation in cooperative teams requires that at any moment of the work, the members reflect and discuss among themselves in relation to the achievement of the goals set and the practice of effective and appropriate interpersonal and working relationships. As previously indicated, the teacher should play a vital role here, since problems and complications of any kind can arise within the group. The most important thing is to ensure that, through this pedagogical strategy, students comply with all these basic guidelines.

In addition, the didactic methodology of cooperative learning will involve the appearance of 3 different stages throughout the lessons in which this strategy is used. In line with David Johnson, Roger Johnson and Edythe Holubec (1994), those three phases are as follows:

Stage One: The Implementation of the Cooperative Class

In a general way, when students undertake a task, they usually take notes and observations, read the material and make summaries about it to consolidate their knowledge, write some compositions...
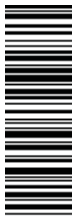
etc. However, for these activities to be carried out following the guidelines of cooperative learning, the teacher can take into account these techniques, as they will be useful for the students who have more difficulties in adapting to this pedagogical approach:

- <u>Peer note-taking</u>: Sometimes the learner is unable to take complete notes because he or she cannot retain or process all the information being taught in the classroom, or has simply not heard it. However, a very simple way to obtain an increase in the quality and quantity of these notes is to carry out this type of activity with a partner, since this will allow the comparison of the recordings of both students, complementing each other.

- <u>Making summaries together with the partner:</u> After the teacher has introduced a new topic in the classroom, a group discussion usually takes place so that later the students have more facilities to answer surveys about the indicated issue. As a general rule, this type of exercise forces students to make personal summaries and analyses that they can then exchange with their peers, having the opportunity to share different replies and thoughts that, perhaps, may complement their learning process. Thus, the cooperative goal is to try to find a joint answer to the subject that both members of the student couple can clearly explain.

- <u>Writing and proofreading in pairs</u>: Cooperative work can be done on different essays, reports or text comments in order to encourage critical thinking in writing and reading comprehension. Each member of the pair informs his/her partner of what he/she wants to write, explaining his/her ideas as clearly as possible. The other colleague could formulate questions to help make a mental outline of the ideas that have just been shared, in order to clarify and improve the cohesion of the writing. In fact, a brilliant idea would be to build the first paragraph of their compositions together, finishing their works individually and, finally, reading and understanding the partner's composition, thus making the suggestions and corrections that are thought to be appropriate.

- <u>Exercise and review the lesson together</u>: Groups of 4 students are established and, in turn, this formations are subdivided into 2 pairs of 2 members each. As a result, the activity or problem assigned is first transferred to the pair and then to the quartet, in the following way: at the beginning, in pairs, we must think about how to guide and promote the activity. Each couple

will read and reflect on the problem assigned to them, explain the procedures and possible strategies to follow to solve it, trying to verify the possible solution. Once the two pairs of the quartet have managed to find the solution to their respective problems, these four students meet again, reviewing the procedures, reasoning and answers that have been reached, so that if these do not coincide with the same guidelines and solutions followed by the other pair, the quartet must analyze these reasoning exposed with the aim of seeking a consensus on which technique has been the most appropriate.

- Discussion sessions: The teacher chooses a specific topic, prepares the necessary materials and divides the group into divisions of 4 students. Within these 4 pupils, as it has been previously explained, 2 pairs are formed, having each couple to choose whether to be in favour or against the proposed issue. The materials are then given to each group, so that they can find out exactly what stand they will take during the discussion. After that, within the quartets, each couple explains their arguments in a clear and simple way, respecting at all times the integrity of the partners, and then they must listen to and evaluate the opposing positions. Therefore, the aim of this activity is to achieve a joint consensus, so that the 4 students involved are able to write a final report on the issue in question, taking into account all the positions expressed in the debate.

Stage Two: Monitoring Students' Behavior

As noted, probably the most difficult task from the teacher's perspective is when students have already been formed into the respective cooperative learning groups and then begin to work. Once that point is reached, the teacher must be very resourceful and practical, being able to handle absolutely everything that comes up in the classroom. Supervision and help to keep the procedure on track is very complex, but only for the teacher who is looking for an excuse. The final purpose of observation is to record and describe the behaviour of each of the members of a group and to collect data on the interaction between the students belonging to that cooperative training.

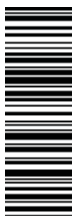This monitoring is carried out in four stages, again following the scheme provided in the work entitled "*Cooperative Learning in the Classroom*" (Johnson et al. 1994) :

1- <u>Getting prepared for observation:</u> If the general group is made up of a large number of students, the teacher may consider choosing a particular candidate as a complementary observer, working in collaboration with the teacher. Afterwards, the teacher should select the observation procedures to be used, being able to inadvertently carry out visualization and listening exercises, or, on the contrary, to perform better structured activities such as the use of formal questionnaires.

2- <u>The observation exercise itself</u>: the most essential aspect here will be to focus the attention on positive behaviours, so that, through the recently mentioned procedures and while the students work together with their respective peers, the teacher walks around the different groups, trying to influence as little as possible in the development of the activities, to supervise the interaction between the members themselves and to evaluate both the academic progress and the usage of the interpersonal and group skills previously mentioned.

3- <u>Intervention</u>: on many occasions, teacher intervention is absolutely unavoidable since students may need some help in the execution of the task, because they need to clarify their own thoughts and instructions, or they need to refresh their knowledge about certain procedures and strategies. However, as educators we must try to make this intervention as effective and relevant as possible from the students' point of view. Therefore, a possible useful way to intervene in a particular group is by asking questions that make them reflect and critically analyze the procedures and actions carried out within the group itself. However, in many other situations, the teacher must interfere to propose certain more effective procedures to achieve this teamwork, remembering those social practices that can help to develop effective and competent behaviors.

4- <u>Encouraging self-assessment:</u> here we are mainly seeking to orient students towards the need to criticize absolutely everything, including the procedures they have developed in the group to carry out the activity in matter. Since this is something quite difficult to achieve, a good technique for obtaining enough motivation in the learners to guarantee self-

supervision could be to evaluate everything belonging to the pedagogical strategy of cooperative learning, including reflections on the quality of their participation, the frequency and effectiveness with which the learner himself and the other members of the group manifested the desired skills and behaviors, etc.

Stage Three: The End of the Lesson

The academic perfection within the educational classroom would be that the closing of each of the sessions would be determined by the students themselves, although in reality it is the teacher himself who must structure and facilitate it due to the lack of useful time in the classrooms. The closing of the session, again in line with Johnson et al. (1994), is an active process that would be much more effective if students were constantly given the opportunity to explain to another person what they had learned during the lesson. In relation to this, and sharing characteristics with the first phase already mentioned, some of the most used methods to end a class are the following:

- Group discussion: Ideally, students should work in as small a group as possible, since having around 4-5 students ensures that everyone can be heard, defending what each of them subjectively believes they have learned, discussing the why of each argument and offering reasonable explanations to others.

- Paired written works: the students come together again in pairs to make a brief summary of the main topics addressed in the lesson, trying to find out about the doubts that have not been answered. To achieve this, both students must agree with the summary, being any member of the couple able to explain the statement as clearly as possible. In this way, it is expected to help the students to focus their attention on the real primary and fundamental issues of each session, while working on the improvement of the written skills and abilities of each and every one of the students. It is, therefore, a clear cooperative goal: to influence the improvement of the capacity to synthesize will allow them to reflect on the most relevant information in a more efficient way, since both students decide together which ideas to put down on paper.
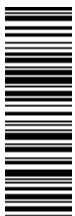
Therefore, if all these aspects that have been developed on the didactic methodology of cooperative learning are taken into account, the teacher will be able to generate practically all the advantages of this pedagogical strategy, which are the following: apart from the fact that this technique guarantees, to a great extent, a motivation of the students for the tasks that are going to be carried out, guaranteeing attitudes of involvement and understanding for these activities, the social environment of working with peers makes the learning much more profitable, thus creating a quality educational environment. As Zhang (2010) states, the benefits of using cooperative learning in a foreign language classroom can be summarized as follows:
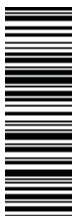
"Providing the chances of input and output, creating effective climate, increasing a variety of language functions and fostering learner responsibility and independence".

Finally, and again taking into account Zhang (2010), the following table offers a comparison between the traditional form of teaching and education based on this cooperative learning, which clearly shows the full potential of this methodological strategy that should be used much more frequently in educating environments:

COMPARISON OF COOPERATIVE LEARNING AND TRADITIONAL LANGUAGE TEACHING		
	TRADITIONAL LANGUAGE TEACHING	**COOPERATIVE LANGUAGE TEACHING**
INDEPENDENCE	None or negative	Positive
LEARNER ROLES	Passive receiver and performer	Active participator, autonomous learners
TEACHER ROLES	The center of the classroom, Controller of teaching pace and direction, judge of students' right or wrong, the major source of assistance, feedback, reinforcement and support	Organizer and counselor of group work, facilitator of the communication tasks, intervener to teach collaborative skills
MATERIALS	Complete set of materials for each student	Materials are arranged according to purpose of lesson. Usually one group shares a complete set of materials
TYPES OF ACTIVITIES	Knowledge recall and review, phrasal or sentence pattern practice, role play, translation, listening etc.	Any instructional activity, mainly group work to engage learners in communication, involving processes like information sharing, negotiation of meaning and interaction
INTERACTION	Some talking among students, mainly teacher-student interaction	Intense interaction among students, a few teacher-student interaction
ROOM ARRANGEMENT	Separate desks or students placed in pairs	Collaborative small groups
STUDENT EXPECTATIONS	Take a major part in evaluating own progress and the quality of own efforts toward learning. Be a winner or loser	All members in some way contribute to success of group. The one who makes progress is the winner
TEACHER-STUDENT RELATIONSHIP	Superior-inferior or equal	Cooperating and equal

Taken from Zhang, Y. (2010). *Cooperative Language Learning and Foreign Language Learning and Teaching*

2. ICTS as Pedagogical and Motivational Enhancers

In this section, although we will not deal with a teaching methodology as such, we will refer to one of the aspects that has gradually become much more important over the years. Technology has clearly become part of our daily lives, and therefore all those advantages that the usage of these technological devices entails have also affected the educational field.

The fact that the vast majority of today's students, at the Spanish E.S.O. and Bachillerato levels, were almost born at the height of the technological era could be used by teachers to ensure that motivation which has been constantly discussed in this paper. Perhaps, by using the methodologies described above together with these new technologies, teachers could be able to convince the vast majority of their students to continue on the same path and make the educational process as useful and optimal as possible.

What ICTs are and How They Might Help Students:

In short, what will interest us as teachers, should be to make pedagogical interventions to achieve a change or reinforcement, depending on the student we are referring to, in that motivational orientation mentioned in the analysis of the personal context of each student, to ensure excellent academic performance.

As has been recently mentioned, one of the great innovations that have been slowly implemented throughout the last decade in the school environment have been those known as "ICTs or Information and Communication Technologies".

In this sense, due to their young age and their enormous closeness to the world of technology nowadays, it seems accurate and quite reasonable to think that the vast majority of students could be strongly motivated in the academic field thanks to the progressive inclusion of these new technologies, facilitating, in a certain way, a correct acquisition of the knowledge shown in class, forgetting the most traditionalist techniques, allowing the emergence of new methods that include these new Information and Communication Technologies.

According to the College of Sciences and Humanities of the National Autonomous University of Mexico (2018), ICTs would be all those resources, tools and programs that are used to process, manage and share information through various technological supports, such as computers, mobile phones, televisions, portable audio and video players or even video game consoles. Due to its remarkable relevance in the current daily life of the vast majority of people residing in developed countries, ICTs have also burst with enormous force in the educational field, guiding students to acquire the necessary skills to, for example, know how to use their personal email or know how to perform a deep search of information.

In line with a study belonging to the Autonomous University of Barcelona developed by Joaquín Gairín Sallán and Diego Castro Ceacero (2016) entitled "*El impacto de las TIC en el aula desde la perspectiva del profesorado*", we might evidently conclude that those students who manage to handle these technologies in a correct, fluid and intelligent way, will see their intellectual abilities strongly enhanced due to the increased motivation of using these current techniques. The problem is that the current educational model may be becoming somewhat obsolete, and perhaps the solution would be to grant even more autonomy to students so as to ensure educational innovation. However, implementing these educational resources may not be available to all educational institutions, a fact which must force Spanish Government to rethink about the educational organization.

According to this study, at least 2 out of every 3 teachers of the educational centers participating in the research chose the usage of ICTs in the classroom, generating students to be more innovative, autonomous, curious and taking active part due to the increase in their motivation. The fact of making use of these technologies allows students to take notes more easily, access the syllabus more intuitively, solve doubts outside the classroom through these information channels, expand the information received in class by themselves and investigate projects, raise debates and even be able to reach the need for self-evaluation, to this analysis and the so required constructive self-criticism for the achievement of academic goals and objectives.

However, it is important to stress here that we cannot make excessive use of such technologies. Therefore, in order for this requirement of educational leadership and autonomy of the student to be
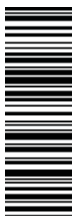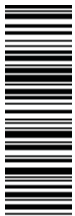
effective, that is, in order for the enrichment of the assessment process to be meaningful, a certain amount of control will be necessary at two different levels: at the parental level and at the teacher's level. As far as parents are concerned, they should be aware of the need to establish self-regulating behaviors in their children, to whom they must compulsorily show the damage that would be caused by not having their own capacity of self-control with these new technologies, which could lead to the development of certain dependencies and psychological disorders that are barely possible to control.

On the teachers' side, the ICTs give them a new role that they should have already assumed, that of a guide, beyond the mere function of transmitting knowledge. The educator, then, should make his/her students see all the potential that they can develop if they have him/her as a reference figure, since in truth the educator himself/herself is the one who should be in charge of promoting a responsible and effective usage of these ICTs.

How Can ICTs Help Educators to Teach Speaking?:

In this section, we are going to focus on the oral nature of English, as I believe that when anyone considers themselves capable of controlling a foreign language they are referring to their ability in the area of "speaking".

Once we have realized, as teachers, about the importance of motivation for the acquisition of new knowledge, not only in the foreign language, but in any other subject; once we have been able to identify, within our means, new ways of intervention inside the vast heterogeneity, we must begin to reflect on how to exactly teach our students. And, as it is obvious, there would be here room for a new debate, the one who proposes where to start exactly. Although it is clear that all language requires a minimum knowledge of its lexical and grammatical rules, we will focus on how to strengthen and promote oral skills in English, since this would be the most desirable fact, as each of us has learned our mother tongue through its oral nature and interaction, listening to other people using that language to finally master the idiomatic grammar and vocabulary.

The paper developed by Bahadorfar and Omidvar (2014) entitled "*Technology in Teaching Speaking Skill*" will help us to explain why we should now focus on the urge to teach an oral expression as correct, fluid and intelligible as possible: among many other reasons, developing good English speaking skills will help to develop a greater acquisition of new knowledge, because the act of speaking is a fundamental part in a foreign language learning, regarding students, and of the teaching, concerning teachers.

It is also pointed out how the vast majority of students who truly show a great interest in learning that language express a great concern to master the skills of speaking as soon as possible, becoming their highest priority, that is to say, speaking, as such , is that area to which they give more significance for its highly practical, utilitarian and comparably nature. Moreover, these students are usually aware of something that is tremendously worrying for many teachers, something that usually occurs at Spanish secondary and Bachillerato education levels: many students sometimes express the need to increase the lessons related to speaking, because they actually believe that this practical aspect is being neglected today. In fact, many of the students of English as a Second Language (ESL) tend to self-assess their own successes and achievements in learning foreign languages based on how much they feel they have been able to reach to improve their command of spoken English, because on many occasions they may feel frustrated about learning things in class that they will not be able to put into practice outside the classroom, in a real conversational context.

Evidently, our preference to focus on speaking has a series of reasons that are totally necessary to indicate. Following the paper by Bahadorfar and Omidvar (2014), teaching our students to speak English carries a number of implications: they must be instructed in the production of English-speaking sounds, as well as in sound patterns, putting them in context with their respective mother tongues thus encouraging the stimulation of sound differences. In this sense, the need to be aware of the use of the emphasis on certain words throughout the sentences would also act, emphasizing intonation patterns and English-speaking rhythms, that is to say, what is known as prosody, which is radically different from Spanish; which would allow, on the one hand, to organize the student's own thoughts in a meaningful and logical sequence and, on the other hand, to favor the necessity to adapt to the context of the conversation, being the students able to select certain appropriate
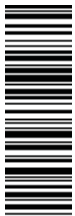
grammar vocabulary and structures according to the social environment in which the conversation is placed.

Finally, once these proposed ideas have been more or less correctly achieved, any teacher who has set out to teach speaking as a prime base in English instruction should have in mind, as the main objective, that his students might be able to use that foreign language in the fastest, safest, intelligible and natural way possible, avoiding unnatural pauses within the language, allowing the achievement of what is called fluency, as it is stated by Nunan (2003): "Fluency is the extent to which speakers use the language quickly and confidently, with few hesitations or unnatural pauses, false starts, word searches, etc".

Focusing on the acquisition and improvement of purely oral skills, that is, in that which is totally linked to the teaching of Oral English, also known as the speaking competence, one of the greatest technological attractions that can pleasantly influence these ESL students will be the podcasts, making the lessons absolutely attractive as long as the teacher knows how to enhance the interest of the students. Podcasts are those online technological tools that allow the dissemination of something that has been previously recorded, being able to listen to it as many times as the user wishes. Therefore, through podcasts, we can establish that listening and creating this type of content can foster the understanding of the foreign language. In fact, through these activities, students may be able to compare different accents of English, which may mean, at some point, a clearer auditory improvement. However, if they decide to take an active part in the creation of these podcasts, through applications such as "Voicethread", the students will see their oral abilities enriched since it is they who record themselves to later hear their own voices and pronunciations, being able, thanks to the intervention of the teacher through these recordings made, to correct their possible failures in search of that standard and intelligible pronunciation.

Another good option could be the use of "YouTube", as this platform will also allow students to see themselves speaking that foreign language, and, through this tool, the teacher can influence other aspects of the field of interaction such as, for example, nonverbal language and body gestures, something that could easily be done in the already explained theatre-based methodology.

Practical Framework

4 - Alternative Lessons in a Real Context

In this section I will develop the explanation of 2 sessions that I had the opportunity to undertake in my external curricular practices period of the of the University Master's Degree to which this *Trabajo de Fin de Máster* is attached.

These two sessions are part of the 2nd term planning available in the annexes of this document (**SEE ANNEX: 2ND TERM PLANNING**). As it can be observed, the didactic units included in this planning schedule are based on the same scheme of activities, trying to guarantee a proper study and work routine for the students, so that each participant could know in an almost unconscious way what and how they are going to work on the day when a class session takes place. In addition, themes close to the students have been used constantly, completely updated, thus guaranteeing the proximity to the learners in order to motivate them, following the arguments shown in this work.

However, they did not have a face-to-face format, as they were carried out remotely due to the declaration of the State of Alarm by the Spanish Government due to the strong spread of the Covid-19 virus, which forced all educational centres at any level to close their doors and suspend on-site classes, as indicated in the "*Real Decreto 463/2020, de 14 de marzo, por el que se declara el estado de alarma para la gestión de la situación de crisis sanitaria ocasionada por el COVID-19*".

Although, at first, the suspension of the face-to-face classes meant a period of instability and uncertainty in the own high school where I developed the above-mentioned curricular practices, the secondary school leadership team took the decision to continue with the lessons online, as far as possible.

This devastating situation caused by the pandemic, in a certain way, encouraged some motivation in the students since they were forced to continue their classes in a computerized way, which implied the mandatory use of technological tools within an educational environment. Therefore, and in line with what was indicated in the section on methodologies, the digital nature adopted by the academic sessions gave students extra motivation to face this extraordinary scenario, as will be reflected later in the analysis of the sessions through the questionnaires that students had to fill in.

And, in this first lesson that I am going to emphasize, I tried to use the methodology of cooperative learning, merging it with that unavoidable digital and computer-based nature that the sessions were forced to adopt.

1. Online Lesson with 1st of Bachillerato (relative clauses + impersonal passive)

This session was carried out with the class of 1st of Bachillerato (group A, from the Health and Nature Sciences branch) belonging to the *Instituto de Enseñanza Secundaria Obligatoria y Bachillerato Emperador Carlos,* located in the town of Medina del Campo, in Valladolid, where I had the opportunity to develop my curricular practices.

Due to the interruption of face-to-face classes by the Central Government of Spain as a result of the Covid-19 virus pandemic, my internship tutor at that high school offered me the possibility of taking the exam I was instructed to take for those students, but I was unable to take it on-site due to the cancellation of these lessons. However, I decided to hold a session, within their school hours, to resume this task, as it has been considered an evaluable object for the final grade belonging to the second evaluation of the students.

The session that will be detailed below took place on March 24, 2020, in an online format, with each of the 25 students in the group of 1 of Bachillerato - A participating from their respective homes with a laptop with a stable internet connection, microphone and webcam. Since the official schedule of the English class on Tuesdays at the high school used to be from 09:50 to 10:45, we concluded that it was best to start the connection at 09:50, trying to fix any errors that might arise in the connection, so the class started at 10:00 and ended, after the test, at 11:00. I must point out here that the session lasted 10 minutes longer than officially established, since I left them a small period of extra time so that they could all finish the evaluation test correctly.
More precisely, this session consisted of exactly the following:

I - Theoretical Review

The whole session was developed through the telecommunications, conference and video call platform called Cisco Webex Meetings. Each student had to register free of charge indicating their name and surname, and after that I sent them an online invitation link to start our conference and instruction session, including the meeting number or access code, as well as the meeting password.

Unfortunately, I cannot include any photos of the session at any time in this report, as the members of the 1st year group are underaged, nor any personal data of any of them, as this would be in breach of the Spanish Data Protection Law in force.

In this theoretical review I was certainly forced to use the didactics of the master class, although at all times I insisted to the students that they had their microphones open to interrupt me and show me their doubts about the grammatical issue we were dealing with. In fact, and fortunately, I received interruptions from 7 of the 25 students in total, who expressed certain doubts about the nature of these relative clauses, which made my participation less frequent and the focus of attention and academic prominence more oriented towards the importance of the student.

The explanation, which took 15 minutes of the total time of the session, followed the next outline:

First, I explained again what the relative sentences consisted of, putting them in context with the subordinate adjective sentences in Spanish, emphasizing the antecedent and pronouns so that everything would be clearly seen and understood. After that comparison, the students themselves gave me the English pronouns in an orderly manner, so that the final conclusion was reached that "*who, which, that, when, where, how, whose, whom*" were the necessary particles, in a general way, that should appear in a sentence so that it could be considered a relative sentence.

I asked that, again following an order so that everyone in the conference could understand what each person was saying, some volunteers proposed some examples of these sentences containing those relative pronouns, highlighting some examples such as:

- "*China is the country where Coronavirus started*"
- "*I do not know how our classes are going to be (from now on)*"
- "*Pedro Sánchez is the Prime Minister who decided to start (declare) the estate of emergency*"

(The words in brackets in these examples above were some of the corrections and suggestions I decided to give to the volunteers who took the initiative to give some examples)
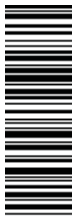
Since the students seemed to have understood the grammatical structures corresponding to this sort of clause, I then decided to stress the possibility, as in our mother tongue, of omitting the relative or even substituting it by "*that*", recalling some of the many examples that I was able to note down on the board while being in the high school so that they would know whether or not such a substitution was available, understanding that it can only be omitted if the verb following the relative has its own subject. In this way, I again asked for a volunteer who could exemplify this, highlighting the following example, among others:

- "*New York is the city I would like to visit* ", having omitted the pronoun *which/that* which would change the sentence to New York is the city *which/that* I would like to visit, but clearly seeing how its real meaning does not change at all.

Then, those situations where prepositions had a great lexical load were recalled, making them understand the possibility of placing the preposition next to the relative or at the end of the sentence, stressing the mutation suffered by the "*who*" when a preposition precedes it, forming the relative pronoun "*whom*". In fact, one particular student interrupted the lecture to give an example of this, which was:

- "*I do not know the person to whom you are speaking*"

And, finally, students were reminded again that relative clauses are classified, in English, as "*defining clauses*" and "*non-defining clauses*", which are those that would correspond in Spanish to the "*especificativas*" and "*explicativas*" clauses, respectively. What mattered most to me in this particular explanation was the appearance of commas in the explanatory sentences and the impossibility of omitting the relative in those "*non-defining clauses*".
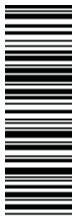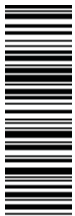
II - Performing Review *Kahoots*

After reviewing the theoretical explanation, I prepared 2 activities for the students on the interactive online platform called *Kahoot*, so that they could strengthen their knowledge of the grammatical structures we were dealing with. This section of the session was done in a period of time of 20 minutes.

I focused those activities on the cooperative learning methodology, as follows: I ordered the students to regroup the general class into 5 different teams of 5 members each. In such a way, they formed these teams themselves, leaving them full freedom to do so, since the work environment I observed in their classes, in a face-to-face manner, was certainly admirable, enjoying a high level of comradeship and mutual respect. Once the groups were formed, each team had to choose its representative, who would be the only one who could have the microphone open. Therefore, we had six microphones available in the session: my own and the representatives' ones. The rest of the students had to mute their microphones, so the internal conversations of each team were done through WhatsApp groups, as chosen by the students themselves. Hence, the purely technological nature of these activities, and the need to engage in conversation with colleagues through electronic devices, ensured the emergence of such task motivation, to which another factor of even equal relevance to the usage of these ICTs should be added: competitiveness.

Competition also became a key feature of the activity and motivation for this task, since all the teams always wanted to achieve the highest score above the rest of the groups. However, I made sure to maintain a relaxed atmosphere at all times, where no problems would arise that would hinder the development of the session.

The time available for students to answer the various questions in the Kahoots' quizzes was quite long, around 20 seconds, as the groups had to make their decisions through the WhatsApp digital platform, with each student typing in their respective smartphones their clues to the correct answer. Specifically, the questions were as follows: **(SEE ANNEX I)**

### III - Test on Relative Clauses and Impersonal Passive

This was the main part of the session. Since I considered appropriate the opportunity I had to re-establish this teacher-student relationship through a remote channel, I developed the previously mentioned activities to make sure that everything we saw in class was remembered, reviewed and assumed in the best possible way, trying to avoid, within our possibilities, the fact of not being physically in the high school.

This specific exam, which was going to be an evaluable object for the grade of each student in the second evaluation of the 2019/2020 academic year, was the following, which was developed through the Google Forms platform: **(SEE ANNEX II)**

The exam was carried out, with all the students having to have the microphone and the webcam switched on and available, during the final 25 minutes of the session. I gave them the link that granted them access to the test through the chat available on the platform we were using to hold the conference, and they began the exam.

Once finished, I compiled the results obtained by each of the students and handed them over to my internship tutor from the educational center so that she could decide the marks of each student in that second evaluation.
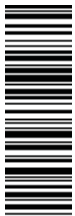
Finally, it should be noted that no review of impersonal liabilities was established because it was a previous topic, belonging to a different teaching unit than the one I had to face in high school. However, my internship tutor asked me to include questions of this type of grammatical structures in the exam, since they were also an evaluable object in the second evaluation of the students, who could not take the exam about this grammatical issue also due to the previously mentioned unforeseen cancellation of classes.
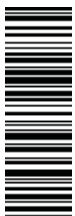
1.1 Questionnaire Session's Analysis and Overall Assessment

Once the online session with 1st of Bachillerato was over and after taking the survey I provided to the students, we can now highlight some issues that can be drawn as a conclusion through the results of this mentioned questionnaire, which consisted of the following points: **(SEE ANNEX III)**

The data offered below in the following graph will help to infer some conclusions regarding the motivation of the students to face that session held on March 24, 2020, as well as the importance that the strictly technological nature of the class had.
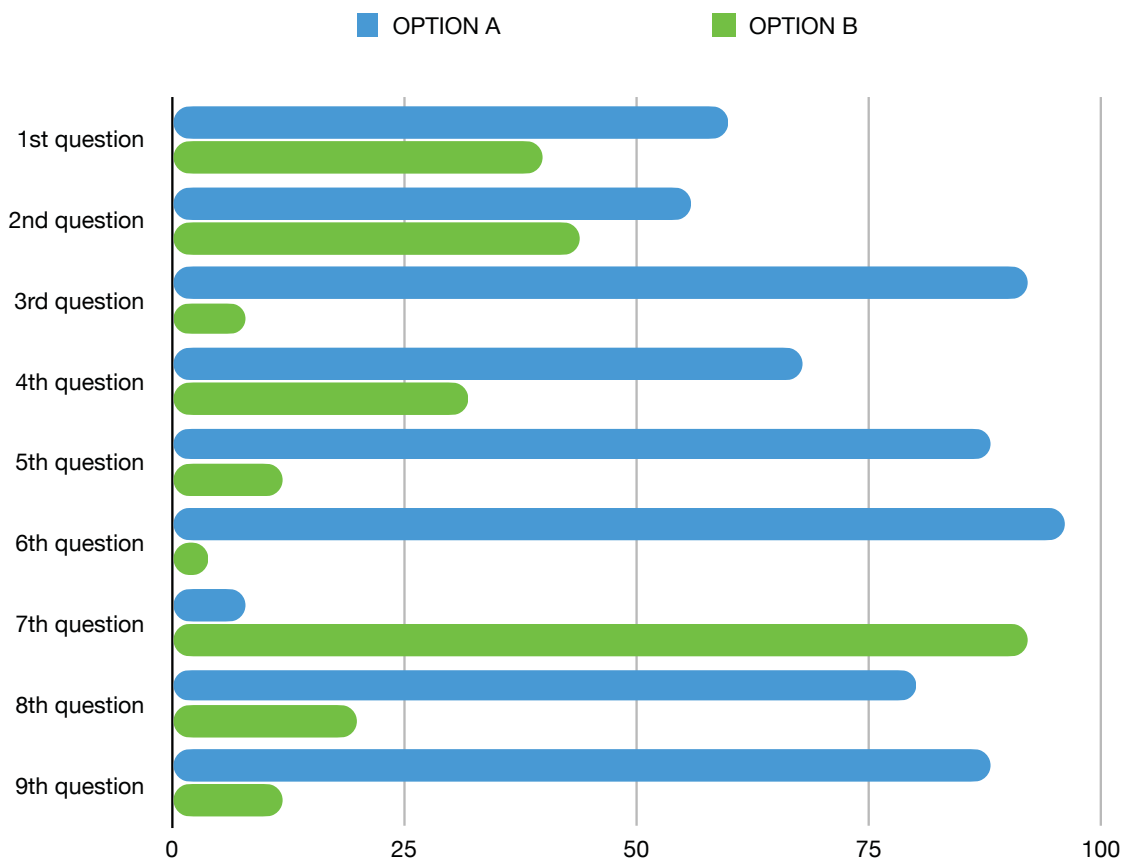
The questionnaire was completed by all 25 members of the group, so in the legend of the graph, those numbers at the bottom correspond to the percentage of students who chose one or another option of the questions available in the survey.

To be more precise, the real information obtained from the questionnaire is as follows in the table below, showing greater numerical and percentage accuracy:

	OPTION A	OPTION B	% OPTION A	% OPTION B
1st Question	15	10	60 %	40 %
2nd Question	14	11	56 %	44 %
3rd Question	23	2	92 %	8 %
4th Question	17	8	68 %	32 %
5th Question	22	3	88 %	12 %
6th Question	24	1	96 %	4 %
7th Question	2	23	8 %	92 %
8th Question	20	5	80 %	20 %
9th Question	22	3	88 %	12 %

The first conclusion that can be drawn is, according to the data provided, that the students' motivation to carry out the activities proposed in the session was indeed achieved, since as we can see in question number 8, 80% of the students would be willing to take a class of a similar style, even taking into account that it was a session in which they had to be tested, that is, it was a class on which their short term academic future would have a great impact.

How this motivation was achieved so that the vast majority of students chose to take this class again, in a hypothetical situation, was thanks to the technological nature that this session acquired, as can be seen in questions 5 and 7.

Regarding question number 5, 88% of the students would prefer to continue their academic work through these online classes. On the other hand, in question number 7, 92% of the students said that it was indeed those ICTs that triggered the emergence of their motivation.

Therefore, taking into account these sections of the form, we can establish that the technological nature of the lesson and the continuous usage of new technological tools such as *Webex*, *Kahoots* and *Google Forms*, did actually lead to an overwhelming majority of the students in the group feeling that they wanted to undertake the diverse session activities.

And, finally, taking into account question number 9, apart from those already mentioned, it helps us to point out that the use of technology in the academic field, together with the didactic methodology of cooperative learning (indicating that 88% of students feel more fulfilled if they work cooperatively with their classmates), encourages at all times the appearance of this motivation which, as we have been repeating throughout this report, is so necessary to guarantee an optimum pedagogical process.

2. Online Lesson with 1st of Bachillerato (Joaquin Phoenix Oscar's Speech)

This second online session, which will be described below, also featured the 25 students in the group of 1st of Bachillerato - A students at the secondary school where I did my curricular practices called *Emperador Carlos*, located in Medina del Campo.

Also due to the extraordinary situation generated by the suspension of classes because of the Covid-19 virus pandemic, my practices tutor gave me the opportunity to prepare another online academic session, which took place on March 26, 2020, at the same time as the session previously described: from 10:00 to 11:00 in the morning. Again, I decided to spend an extra 10 minutes of time here, as the session would require the participation of each and every one of the 25 members, and I wanted to make sure about that by adding that short period of time to the lesson.

This class, in which each student from their respective homes had to use a laptop with a stable internet connection, microphone and webcam, was again developed through the telecommunications, conference and video call platform called Cisco Webex Meetings . Again, I sent them the online invitation link to start our conference and educational session, having the students to include the meeting number or access code, as well as the password of the meeting, as they did in the first online session previously described.

Again, I must emphasize here that unfortunately I cannot include any photos of the session, due to the fact that all the members of the 1st year of High School are underaged, nor any personal data of any of them, as this would be in breach of the Spanish Data Protection Law in force.

Basically, the session was carried out according to the following scheme:

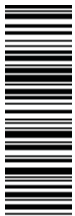## I - Display of Joaquin Phoenix's speech

Although previously my practices tutor was in charge of sharing the link that led to the Youtube multimedia platform for the viewing of the video on which the whole session would be based, so that they could bring their own ideas already developed, I preferred to watch the video again with them, playing the video twice to ensure that each learner had their own point of view on the issues that we were going to deal with in the session.

The method I used to project the video was through the use of the function available in the "Sharing" section called "Screen Sharing", so that the display of my webcam disappeared to enable students to view on their own screens the Youtube video that we were going to use in this lesson. After playing the clip twice, I disabled the "Screen Sharing" option in order to allow students to see me again through my webcam.

Obviously, the quality of the image was considerably reduced, but I considered this method to be better so that the students could at least hear the words and reflections of the actor Joaquin Phoenix again. If I had told them to listen to the video again on their own electronic devices, perhaps not all the students would have opted to do so. Therefore, my intention was to manage, within my possibilities, the control of the group.

After the 2 viewings of the clip, I sent them the script **(SEE ANNEX IV)** to their corresponding e-mail addresses about what exactly the actor was saying throughout his speech. And, once they all guaranteed that they had the script in front of their screens, the Youtube video was played for the last time following the same method previously mentioned. After that, I asked the students if they had understood each and every word in the speech script. In an organized way, they asked me about those terms they did not understand and I tried at all times to paraphrase those words they did not comprehend, thus avoiding giving them the Spanish translation directly.

This part of the session belonging to the display and understanding of the speech given by Joaquin Phoenix lasted a total of 15 minutes.

II- Debate on Phoenix speech

After visualizing and understanding all the discourse, and taking into account the possibility of interaction that the Webex platform offered us, I decided to develop during another 30 minutes of the session a debate in which all the students had to participate, because I was interested in knowing their critical opinion about what they had just visualized. As can be seen in **ANNEX IV**, I printed out a script on which I analyzed in detail the speech offered by Phoenix, noting certain issues that I believed were appropriate for the successful development of the debate to be held with the students.

In order to avoid, at least at the beginning, that the participants feel somewhat inhibited, I first decided to carry out the oral debate focusing on the whole group:

- Group Discussion:

In this first section of the conversation, I asked a few questions so that the students would voluntarily give their opinions on the subject. However, this was not the part that interested me the most, since what really caught my attention was the need to listen to each of the students speak for a short period of time, giving their thoughts on the topics dealt with by the actor during the speech. Therefore, in this group discussion that took only 10 minutes of the total time of the session, I requested the students to willingly summarize me what Phoenix said and with which specifically intention. Only 4 trainees contributed to this section, each showing his or her own ideas, and coming to the conclusion that Phoenix was trying to denounce the excesses of human power over all that surrounds him, especially over nature.

In order that other learners could also be involved in the discussion, I asked for some volunteers to give their opinions on why Phoenix ended his speech by saying "run to the rescue with love and peace will follow. This time, there were several people who wanted to participate, but I only let 3 of them do so, trying to manage the remaining time of the session. The opinions in this case were very varied, highlighting ideas that related this final quote of the actor with the vindictive load of the speech itself, although all of them ended their interventions arguing that respect should be a basic part of our society.
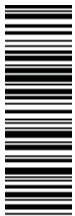
- <u>Individual Perfomances</u>:

I spent the next 20 minutes allowing each student to give his or her critical opinion on the issues I raised. Through the chat, I offered them the two options they had to answer critically in an oral format, as I was naming them. Thus, following the alphabetical order of the class checklist, one by one they were showing their critical thoughts in a maximum of one minute per person, to ensure that each student compulsorily participated.

The topics I offered were the following:

- *Those of you having seen the movie "Joker", to what extent do you believe loneliness can actually change people's mind and behavior?*
- *Talking about impunity, do you think that developed countries only seek their own benefit regardless of other people's opinions?*

The vast majority of students chose the second option, since apparently only 3 people had seen the film starring Phoenix. Therefore, 88% of the class chose to talk about this excess of control by developed countries, while 12% of the members preferred to discuss why loneliness could radically change our way of being.

The average intervention time of the students was about 40 seconds, with only one student standing out who developed her own thoughts over a period of 1 minute and 30 seconds.

Among all the interventions, I decided to pick up the one of a student talking about those developed countries, especially for what will be later gathered:

"*Firstly, I believe that the most developed countries only act according to their own possible economic benefits. I find it annoying to know that in order to achieve all their objectives they are even capable of making the most disadvantaged people homeless and steal their money, as it can usually happen in those countries with large oilfields where people from America or Russia come and believe they have the right to exploit those lands that are not even their own. However, I firmly believe in second chances, and I especially believe that everything is going to change because of the virus that we are suffering all over the world. I want to think that being locked up at home will*
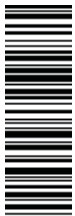
make all of us reconsider our view of the world. I mean, for example with some jobs. I think we're going to start valuing what really matters in life. I mean, I don't think people will continue to argue that the job of a supermarket cashier is reserved only for people with no education. I think what we are seeing today is that both doctors and people working in supermarkets should have the same social status, because they are risking their lives every day so that nobody lacks anything".

It was enormously satisfying to see how a student truly knew how to establish a critical commentary on a subject matter, being able to link it with another current issue, while proposing a further social denouncement of the hypocrisy of today's society. But, at the same time, it struck me strongly how this student, in spite of everything he or she perceives, continues to believe firmly in the defense of second chances for everyone, demonstrating that failure is part of human life.

III- Written Critical Reflection Exercise

During the remaining 15 minutes of the session, after having heard the opinion of all the participants on the proposed topics, I suggested two new issues through the chat, on which they would have to carry out an exercise of reflection and critical thinking, on an individual basis.

The students had to choose only one theme to write their critical compositions, but they had to make them by hand and, after finishing them, they would attach them by email, through scanned PDF documents. The reason I chose to do this was to avoid students simply copying and pasting some information that they could have easily found in any website database. On the other hand, I also thought it would be a good idea for the students to take a paper and a pen again, as they used to do in the high school itself.

The two suggested topics were as follows:

- *Is it ethical that humans feel empowered enough to control everything surrounding us?*
- *Do you believe in second chances?*

This second subject was offered as a result of the reflections of the previously mentioned student, as I considered that those considerations could have a positive influence on the rest of the classmates.

The length of the compositions had to be, as a recommendation, approximately about 120 - 150 words, although some students chose to include a few more.

Therefore, once the 15 minutes had passed, I asked the students to hand in their compositions, highlighting some of them as shown below: **(SEE ANNEX IV)**
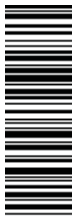
2.1 Questionnaire Session's Analysis and Overall Assessment

Once this online session with 1st of Bachillerato was completed and after the subsequent survey provided to the students, some issues could be highlighted as a conclusion through the results of this form, which consisted of the following questions: **(SEE ANNEX V)**

Again, the data belonging to this form completed by the 25 members of 1 of Bachillerato will be offered, firstly providing a visual graph and, later, a comparative table of percentages.

Here, those numbers that appear at the bottom of the graph correspond to the percentage of students who chose one or another option of the issues available in the questionnaire. However, to obtain greater numerical certainty about the actual data collected in the quiz, the table below showed after the graph should be used:
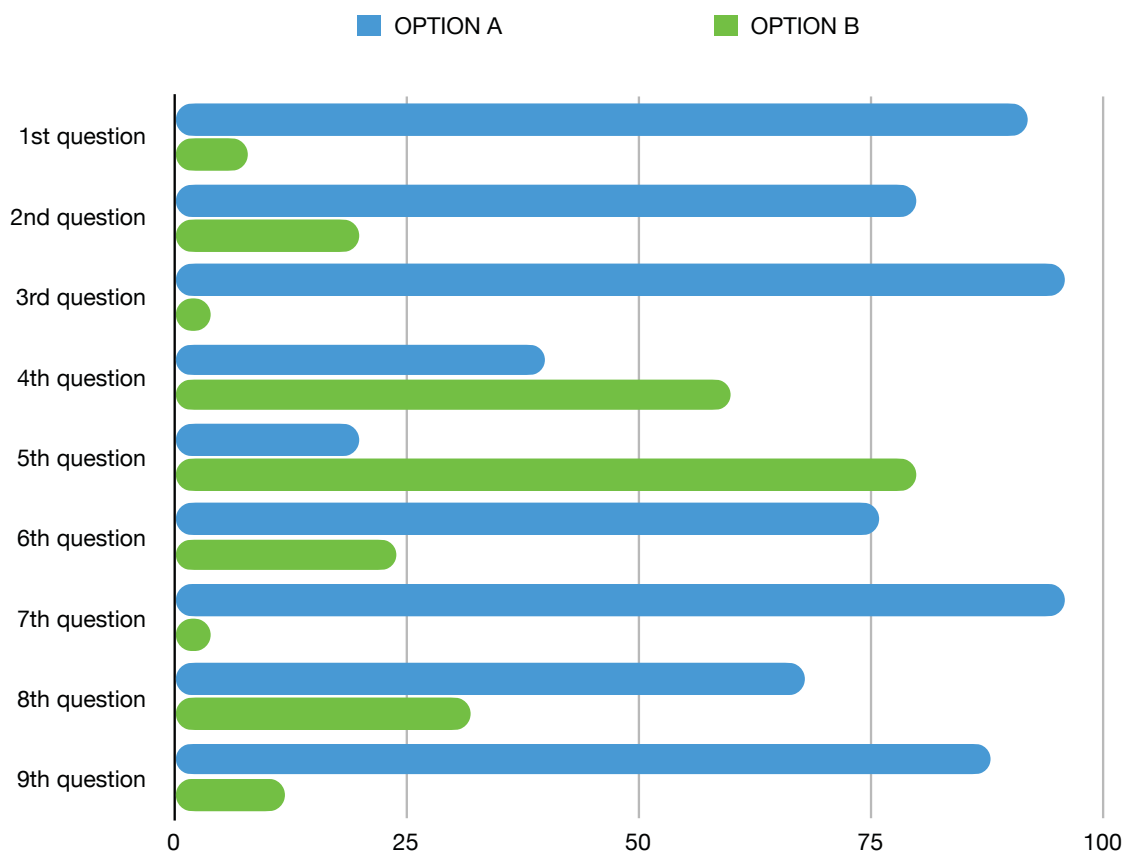
	OPTION A	OPTION B	% OPTION A	% OPTION B
1st Question	23	2	92 %	8 %
2nd Question	20	5	80 %	20 %
3rd Question	24	1	96 %	4 %
4th Question	10	15	40 %	60 %
5th Question	5	20	20 %	80 %
6th Question	19	6	76 %	24 %
7th Question	24	1	96 %	4 %
8th Question	17	8	68 %	32 %
9th Question	22	3	88 %	12 %

The information provided in both the graph and the table give clear indications of the importance of this type of session. On the one hand, this class developed on March 26, 2020 through electronic means acquires total relevance due to its pedagogical nature. That is to say, it could be pointed out that this session is compulsory to be carried out from time to time with the students because a strong emphasis is being placed on developing a series of key competences that will help, as can be seen in the results of the survey, to produce a strong critical and personal point of view in each of the participants.

More specifically, those skills which have been practiced are:

- Listening comprehension, through the display of speech given by award-winning actor Joaquin Phoenix and through active listening to the diverse points of view of peers.

- Reading comprehension, through the interpretation of the script provided by the teacher, helping to improve the quality of the listening comprehension of the mentioned speech.

- The written production, where the students, once they have been able to understand the actor's complaints and the different points of view of their colleagues, have been able to express all their ideas about the proposed themes, always from that critical point of view that has taken so much relevance throughout the session.

However, what has just been mentioned may not only be perceived from the teacher's point of view, but questions 3 and 7 also confirm these thoughts, since the students state, in a clear majority, that having heard different perspectives on the same topic has helped them to assess the advantages and disadvantages of certain thoughts, thus forming a true critical judgement managed to be defended with clear arguments both in front of the teacher and the rest of their classmates (in the group lecture) and through the written exercise carried out before the end of the lesson.

Finally, I think that from the motivational point of view this class has clearly been successful and productive, because as mentioned by a good number of students in questions number 6 and 9, they did feel motivated to engage in the exercises and they would definitely resume the session, if this was even possible.

Nevertheless, in my opinion, what clearly motivated the students was, on the one hand, although certainly less relevant, the fact that they had to use their technological equipment to carry out the whole session. But on the other hand, what I think has really caught their attention was the possibility to elaborate their own critical thoughts and to defend them firmly with strong arguments that all their classmates could easily understand. In other words, that strong feeling of empathy that has been generated in the session has had a lot to do with developing the necessary motivation to carry out these tasks.

Indeed, exposing these critical thoughts in front of a computer is a first step to the challenging task of public speaking. Through this lesson, the students have been able to demonstrate in front of a fairly large audience (25 people) that they are capable of establishing critiques on a common theme, avoiding in a certain way to experience those feelings of shame and anxiety that characterize public speeches, since, ultimately, each one of the learners was alone in a room where they were only talking and exposing their thoughts in front of a computer. The real perception could be that no one is listening to them because nobody can see them when they are locked up in that room; however, the reality is that many people were listening to their corresponding spoken statements with great attention, making this activity, as has been repeated several times already, give the student a great variety of academic opportunities that they might not always experience in a conventional classroom.
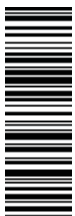
In short, in this session we have focused on a communicative approach, since our objective as teachers should always be to train students to be able to communicate, interact and perform in different contexts that represent the most realistic situations possible. In fact, through this particular lesson, where students must support their different points of view in a critical way, we are focusing our attention on achieving a very specific objective: working on a real communicative context where the foreign language becomes the main medium of communication.
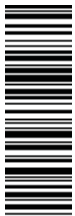
4.1 - Justification of Online Lessons

These two sessions that have been raised and explained throughout this document are totally relevant since they are essential both to reinforce the students' knowledge and to foster the critical attitude of the learners, ensuring that they can develop distinct viewpoints through the analysis of certain day-to-day issues.

On the other hand, the activities developed allow me to fulfill the Spanish educational legislation in force: taking into account the "*Ley Orgánica 8/2013, de 9 de Diciembre, para la Mejora de la Calidad Educativa*", my planning is aimed at "forming autonomous, critical, self-reliant people". Regarding the "*Real Decreto 1105/2014, de 26 de Diciembre, por el que se establece el currículo básico de la Educación Secundaria Obligatoria y Bachillerato*" the topics addressed in both online sessions are included in the syntactic-discursive contents of this "*Real Decreto*", allowing students to be able to use the foreign language in "a real communicative context" where they can show their own ideas. Also considering the "*Orden ECD/65/2015, de 21 de Enero, por la que se describen las relaciones entre las competencias, los contenidos y los criterios de evaluación de la educación primaria, la educación secundaria obligatoria y el bachillerato*", both sessions give students the opportunity to focus on a central aspect of education, which is a key competence of the Spanish Educational System known as linguistic communication. And, lastly, both sessions have been planned and scheduled according to the guidelines offered in "*ORDEN EDU/363/2015, de 4 de mayo, por la que se establece el currículo y se regula la implantación, evaluación y desarrollo del bachillerato en la Comunidad de Castilla y León*".

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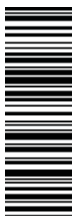
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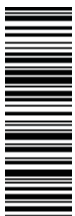
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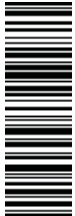
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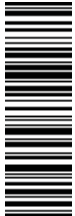
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ANNEX: 2nd Term Planning

Source: Own Elaboration. Adapted from Baines & Rodwell "Trends, Bachillerato 1 Student's Book", Burlington Books; & ORDEN EDU/363/2015, de 4 de mayo, por la que se establece el currículo y se regula la implantación, evaluación y desarrollo del bachillerato en la Comunidad de Castilla y León.

Schedule of 1st Bachillerato - Group A (Science Branch)

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
9:00 - 9:50					
9:50 - 10:45		1st BACH - A		1st BACH - A	
10:45 - 11:40					
12:10 - 13:05					1st BACH - A
13:05 - 14:00					
14:00 - 14:50					

2nd Term days when classes were attended (from January, 8th, to April, 2nd)

JANUARY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
2nd Term				9th January	10th January
		14th January		16th January	17th January
		21st January		23rd January	24th January
		28th January		30th January	31st January

FEBRUARY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
2nd Term		4th February		6th February	7th February
		11th February		13th February	14th February
		18th February		20th February	21st February
		CARNIVAL		CARNIVAL	28th February

MARCH	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
2nd Term		3rd March		5th March	6th March
		10th March		12th March	X
	X	X	X	X	X
	X	24th March (ONLINE SESSION 1 due to COVID - 19)	X	26th March (ONLINE SESSION 2 due to COVID - 19)	X

1. CUADRO GENERAL DE LA UNIDAD 3

	Objetivo(s) general(es)	Contenidos	Actividades
Etapa, nivel y curso Second Stage Level B1 1º Bach.	According to the Article 25 of "Real Decreto 1105/2014 de 26 diciembre": - **A** - **B** - **C** - **D** - **F** - **K** - **L**	**"Oral texts comprehension"** (*1st block*): EC**:**1 y 3. ASS: 2 y 4. FC: 3 y 8. PSARE: 1. **"Oral texts production"** (*2nd block*): Ej: 1 y 4. PP: 2 y 3. ASS: 1, 2 y 4. FC 2, 3, 4. ESD 1. PSARE 3. **"Written texts comprehension"** (*3rd block*): EC: 1, 3. ASS:1,2 y 5. FC: 3. ESD: 1 **"Written texts production"** (*4th block*): Pl: 1 y 2. Ej: 1 y 3. FC: 1, 4 y 9. ESD: 1. (*See details below*)	- *Go for it!* - *Reading Comprehension in-group Activities* - *Review of previous sessions* - *Vocabulary: Being adventurous! In-group Activities* - *Grammar theory: Future Simple/Continuous explanation* - *Try Tree-Climbing! Grammar in-group Activities* - *Talking about Pictures and Future Plans in-group Activities* - *My Travel Blog* - *Kahoot games* - *Job interview*

Tiempo	Criterios de evaluación	Estándares de aprendizaje evaluables
9th, 10th, 14th, 16th, 17th, 21th, January 2020- 6 Sessions	"Oral texts comprehension" (1st block):**3** "Oral texts production" (2nd block):**1 y 2** "Written texts comprehension" (3rd block): **2** "Written texts production" (4th block): **2, 5**	"Oral texts comprehension" (*1st block*): **1** "Oral texts production" (*2nd block*): **3,4** "Written texts comprehension" (*3rd block*): **6** "Written texts production" (*4th block*): **5**

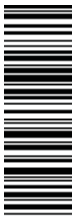| Competencias clave *Según RECOMENDACIÓN DEL CONSEJO de 22 de mayo de 2018 relativa a las competencias clave para el aprendizaje permanente* (Diario Oficial de la Unión Europea)	· Literacy skills. · Multilingual competence. · Digital competence. · Personal, social and learning to learn competence. · Citizenship competence. · Entrepreneurial competence. · Competence in cultural awareness and expression.

Atención a la diversidad	The activities proposed in this didactic unit are open which means that the student, with his or her level and according to his or her abilities and performance, develops them. A highly gifted student will develop the activities in a more complex way while students with special educational needs will develop them in a way that is adjusted to their abilities. This didactic unit proposes individual and collaborative work which helps students to learn and develop their abilities and competences, especially to those in need. In regard to students from other countries, cultures and with mother tongues different from Spanish, it might be a great suggestion that, in the activities of their own elaboration, they may use both their language and culture and the foreign language in order to enrich the activities and to create a mixture of cultures.

Leyenda de contenidos:

· **ASS:** Aspectos socioculturales y sociolingüísticos.

· **EC:** Estrategias de comprensión.

· **Ej:** Ejecución

· **ESD:** Estructuras sintáctico- discursivas.

· **FC:** Funciones Comunicativas.

· **Pl:** Planificación.

· **PP:** Paralingüísticos y paratextuales,

· **PSARE:** Patrones sonoros, acentuales, rítmicos y de entonación.

CUADRO SESIÓN 1

Actividades	Criterios de evaluación	Estándares de aprendizaje
- *Go for it!* - *Reading Comprehension in-group Activities* (exercises 2, 3, 4, 5, 6)	*"The students should be able to:"* **(Bloque 2: 1)** *"Produce short and understandable oral texts to their fellow group members, expressing an opinion based on the acquired socio-cultural aspects."* **(Bloque 3: 2)** *"Apply the most appropriate strategies for understanding and organizing the general meaning, essential information, main points and ideas or relevant details of the text."*	*"The Students can:"* **(Bloque 3: 6)** "6.1 *Show clarity and understanding of specific information so as to individually solve class tasks*" "*6.2 Demonstrate a clear understanding of the texts shown in class*" **(Bloque 2: 3 y 4)** "3.1. *Take an active part in both general classroom discussion and informal conversation with peers.*" "3.2. *Formulate and express their ideas in front of both teacher and classmates.*" "4.1 *Develop their own point of view speaking fluently*" "4.2 *Remark their own believes in a clear, organized and coherent manner*"
Tiempo	**Contenidos**	
Total 50' - Activity 1: 25' - Activity 2: 25' (5x5')	**Bloque 2**: Estrategias de producción:**1, 3 y 6**. Aspectos socioculturales y sociolingüísticos:**2** y **4**.Funciones Comunicativas:**3** y **8**. Patrones sonoros, acentuales, rítmicos y de entonación: **1**. **Bloque 3**: Estrategias de comprensión: **1** y **3**.Aspectos socioculturales y sociolingüísticos: **1**, **2** y **5**. Funciones comunicativas: **3**. Estructuras sintáctico-discursivas: **1**.	

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CUADRO SESIÓN 2

Actividades	Criterios de evaluación	Estándares de aprendizaje
- *Review of previous session* - *Vocabulary exercises: Being adventurous! In-group Activities (exercises 1, 2, 4, 5, 8)*	***"The students should be able to:"*** **(Bloque 2: 1)** *"Produce short and understandable oral texts to their fellow group members, expressing an opinion based on the acquired socio-cultural aspects."* **(Bloque 1:3)** *"Identify the most relevant points and essential information of an oral text in a master lecture format by using their knowledge of communicative functions for its understanding."* **(Bloque 3: 2)** *"Apply the most appropriate strategies for understanding and organizing the general meaning, essential information, main points and ideas or relevant details of the text."*	"***The Students can***:" **(BLOQUE 3:6)**: *"6.1 Show clarity and understanding of specific information so as to individually solve class tasks"* *"6.2 Demonstrate a clear understanding of the texts shown in class"* **(BLOQUE 2: 4)**: *"4.1. Take an active part in both general classroom discussion and informal situations with peers."* *"4.2. Formulate and express their own point of view in a clear, organized and coherent manner"* **(BLOQUE 1: 1)** *"1.1 Understand and interpret both the meaning of the instructions articulated by the teacher and the main ideas said by the peers"* *"1.2 Summarize the key points of the explanation showing a good interpretation of it"*
Tiempo Total: 50' - Activity 1: 10' - Activity 2: 40' (5x8')	**Contenidos** **Bloque 2**: Estrategias de producción:**1, 3 y 6.** Aspectos socioculturales y sociolingüísticos:**2, 4 y 5.** Funciones Comunicativas: **3 y 8**. Patrones sonoros, acentuales, rítmicos y de entonación: **1**. **Bloque 3**: Estrategias de comprensión: **1** y **3**.Aspectos socioculturales y sociolingüísticos: **1, 2 y 5**. Funciones comunicativas: **2 y 3**. Estructuras sintáctico- discursivas: **1**.	

CUADRO SESIÓN 3

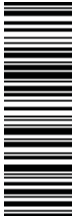| Actividades	Criterios de evaluación	Estándares de aprendizaje
- *Review of previous session* - *Grammar theory: Future Simple/ Future Continuous explanation* - *Try Tree-Climbing! Grammar in-group Activities (exercises 1, 3, 4, 6, 7)*	***The students should be able to:*** (**Bloque 1:3**) *"Identify the most relevant points and essential information of an oral text in a master lecture format by using their knowledge of communicative functions for its understanding."* (**Bloque 2: 1**) *"Produce short and understandable oral texts to their fellow group members, expressing an opinion based on the acquired socio-cultural aspects."* (**Bloque 4:5**) *"Use lexical structures with sufficient creditworthiness to demonstrate that they adequately fulfill the required communicative function"*	"***The Students can***:" (**BLOQUE 1: 1**) *"1.1 Understand and interpret both the meaning of the instructions articulated by the teacher and the main ideas said by the peers"* *"1.2 Summarize the key points of the explanation showing a good interpretation of it"* (**Bloque 2: 3 y 4**) *"3.1. Take an active part in both general classroom discussion and informal conversation with peers."* *"3.2. Formulate and express their ideas in front of both teacher and classmates."* *"4.1 Develop their own point of view speaking fluently"* *"4.2 Remark their own believes in a clear, organized and coherent manner"*
Tiempo	**Contenidos**	(**Bloque 4: 5**)
Total: 50' - Activity 1: 15' - Activity 2: 15' - Activity 3: 20' (5x4')	**Bloque 1**: Estrategias de comprensión:**1 y 3** Aspectos socioculturales y sociolingüísticos:**2 y 4.** Funciones Comunicativas: **3 y 8** Patrones sonoros, acentuales, rítmicos y de entonación: **1**. **Bloque 3**: Estrategias de comprensión: **1 y 3**.Aspectos socioculturales y sociolingüísticos: **1, 2 y 5**. Funciones comunicativas: **3**.	*"5.1. Produces lexical structures according to the explanations given by the teacher"* *"5.2. In some way, master the academic subject matter in class, establishing a functional sequence and showing arguments that prove certain self-sufficiency."*

	Estructuras sintático- discursivas: **1.** **Bloque 4:** Estrategias de producción: Planificación: **1 y 2.** Ejecución: **1 y 3.** Funciones Comunicativas: **1, 4 y 9.** Estructuras sintáctico-discursivas: **1.**	

CUADRO SESIÓN 4

Actividades	Criterios de evaluación	Estándares de aprendizaje
- *Review of previous session* - *Review of previous vocabulary and grammar structures: Talking about Pictures and Future Plans in-group Activities*	***"The students should be able to:"*** **(Bloque 1:3)** *"Identify the most relevant points and essential information of an oral text in a master lecture format by using their knowledge of communicative functions for its understanding."* **(Bloque 2: 1 y 2)** *"Produce short and understandable oral texts to their fellow group members, expressing an opinion based on the acquired socio-cultural aspects."* *"Use the knowledge acquired in the previous sessions to produce lexically accurate brief oral texts."*	*"**The Students can**:"* **(BLOQUE 1: 1)** *"1.1 Understand and interpret both the meaning of the instructions articulated by the teacher and the main ideas said by the peers"* *"1.2 Summarize the key points of the explanation showing a good interpretation of it"* **(Bloque 2: 3 y 4)** *"3.1. Take an active part in both general classroom discussion and informal conversation with peers."* *"3.2. Formulate and express their ideas in front of both teacher and classmates."* *"4.1 Develop their own point of view speaking fluently"* *"4.2 Remark their own believes in a clear, organized and coherent manner"*

Tiempo	Contenidos	
Total: 50' - Activity 1: 15' - Activity 2: 35'	**Bloque 1**: Estrategias de comprensión:**1,3** Aspectos socioculturales y sociolingüísticos:**2** y **4.** Funciones Comunicativas: **3** y **8**. Patrones sonoros, acentuales, rítmicos y de entonación: **1**. **Bloque 2:** Estrategias de producción **1, 2, 3 y 6.** Aspectos Socioculturales y sociolingüísticos: **2, 4 y 5.** Funciones Comunicativas: **3, 4 y 8.** Estructuras sintáctico-discursivas: **1.**	

CUADRO SESIÓN 5

Actividades	Criterios de evaluación	Estándares de aprendizaje
- *Review of previous session* - *My Travel Blog: writing explanation theory and mock blog writing exam* - *Kahoot in-group Games*	***The students should be able to:*** **(Bloque 3: 2)** *"Apply the most appropriate strategies for understanding and organizing the general meaning, essential information, main points and ideas or relevant details of the text."* **(Bloque 4: 5 y 2)** *"Use lexical structures with sufficient creditworthiness to demonstrate that they adequately fulfill the required communicative function"* *"Employ the most appropriate strategies to produce a text with a clear and strongly visible structure"* **(Bloque 1:3)** *"Identify the most relevant points and essential information of an oral text in a master lecture format by using their knowledge of communicative functions for its understanding."*	"***The Students can***:" **(BLOQUE 1: 1)** *"1.1 Understand and interpret both the meaning of the instructions articulated by the teacher and the main ideas said by the peers"* *"1.2 Summarize the key points of the explanation showing a good interpretation of it"* **(BLOQUE 3:6)**: "*6.1 Show clarity and understanding of specific information so as to, in pairs or small groups, solve class tasks*" *"6.2 Demonstrate a clear understanding of the texts shown in class"* **(Bloque 4: 5)**
Tiempo	**Contenidos**	
Total: 50' - Activity 1: 10' - Activity2: 25' - Activity 3: 15'	**Bloque 3**: Estrategias de comprensión: **1** y **3**.Aspectos socioculturales y sociolingüísticos: **1, 2** y **5**. Funciones comunicativas: **3**. Estructuras sintáctico-discursivas: **1**. **Bloque 4:** Estrategias de Producción: Planificación: **1 y 2**. Ejecución: **1 y 3**. Funciones Comunicativas: **1, 4 y 9**. Estructuras s-d: **1**.	*"5.1. Produces lexical structures according to the explanations given by the teacher"* *"5.2. In some way, master the academic subject matter in class, establishing a functional sequence and showing arguments that prove certain self-sufficiency."*

CUADRO SESIÓN 6

Actividades	Criterios de evaluación	Estándares de aprendizaje
- *Review of previous session* - *Listening Activities and speaking preparation in-group activities* - *How to perform in a job interview*	**"*The students should be able to:*"** **(Bloque 1:3)** *"Identify the most relevant points and essential information of an oral text in a master lecture format by using their knowledge of communicative functions for its understanding."* **(Bloque 2: 1 y 2)** *"Produce short and understandable oral texts to their fellow group members, expressing an opinion based on the acquired socio-cultural aspects."* *"Use the knowledge acquired in the previous sessions to produce lexically accurate brief oral texts."*	"*The Students can*:" **(BLOQUE 2: 4)**: *"4.1. Take an active part in both general classroom discussion and informal situations with peers."* *"4.2. Formulate and express their own point of view in a clear, organized and coherent manner"* **(BLOQUE 1: 1)** *"1.1 Understand and interpret both the meaning of the instructions articulated by the teacher and the main ideas said by the peers"* *"1.2 Summarize the key points of the explanation showing a good interpretation of it"*
Tiempo Total: 50' - Activity 1: 10' - Activity 2: 20' - Activity 3: 20'	**Contenidos** **Bloque 1**: Estrategias de comprensión:**1 y 3** Aspectos socioculturales y sociolingüísticos:**2 y 4** Funciones Comunicativas: **3 y 8**. Patrones sonoros, acentuales, rítmicos y de entonación: **1**. **Bloque 2**: Estrategias de producción: **1, 2, 3 y 6.**.Aspectos socioculturales y sociolingüísticos: **1, 2, 4** y **5**. Funciones comunicativas: **3, 5 y 8**. Estructuras sintáctico- discursivas: **1**.	

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2. CUADRO GENERAL DE LA UNIDAD 4

	Objetivo(s) general(es)	Contenidos	Actividades
Etapa, nivel y curso Second Stage Level B1 1º Bach.	According to the Article 25 of "Real Decreto 1105/2014 de 26 diciembre": - **A** - **B** - **C** - **D** - **F** - **K** - **L**	**"Oral texts comprehension"** (*1st block*): EC**:**1 y 3. ASS: 2 y 4. FC: 3 y 8. PSARE: 1. **"Oral texts production"** (*2nd block*)**:** Ej: 1 y 4. PP: 2 y 3. ASS: 1, 2 y 4. FC 2, 3, 4. ESD 1. PSARE 3. **"Written texts comprehension"** (*3rd block*)**:** EC: 1, 3. ASS:1,2 y 5. FC: 3. ESD: 1 **"Written texts production"** (*4th block*)**:** Pl: 1 y 2. Ej: 1 y 3. FC: 1, 4 y 9. ESD: 1. (*See details below*)	- *Can you tell?* - *Reading Comprehension in-group Activities* - *Review of previous sessions* - *Vocabulary: Describing People In-group Activities* - *Grammar theory: Modal verbs/Modal perfects explanation* - *Online dating lies: Grammar in-group Activities* - *Meeting new people/ Personal Interviews in-group Activities* - *Helping Friends* - *Kahoot games* - *Role Playing : a date*
Tiempo 23rd, 24th, 28th, 30th, 31th, 4th, January/ February 2020	**Criterios de evaluación** "Oral texts comprehension" (1st block):**3** "Oral texts production" (2nd block):**1, 2 y 3** "Written texts comprehension" (3rd block): **2** "Written texts production" (4th block): **2, 5**		**Estándares de aprendizaje evaluables** "Oral texts comprehension" (*1st block*): **1** "Oral texts production" (*2nd block*): **3,4** "Written texts comprehension" (*3rd block*): **6** "Written texts production" (*4th block*): **5**
Competencias clave *Según RECOMENDACIÓN DEL CONSEJO de 22 de mayo de 2018 relativa a las competencias clave para el aprendizaje permanente* (Diario Oficial de la Unión Europea)	· Literacy skills. · Multilingual competence. · Digital competence. · Personal, social and learning to learn competence. · Citizenship competence. · Entrepreneurial competence. · Competence in cultural awareness and expression.		

Atención a la diversidad	The activities proposed in this didactic unit are open which means that the student, with his or her level and according to his or her abilities and performance, develops them. A highly gifted student will develop the activities in a more complex way while students with special educational needs will develop them in a way that is adjusted to their abilities. This didactic unit proposes individual and collaborative work which helps students to learn and develop their abilities and competences, especially to those in need.
	In regard to students from other countries, cultures and with mother tongues different from Spanish, it might be a great suggestion that, in the activities of their own elaboration, they may use both their language and culture and the foreign language in order to enrich the activities and to create a mixture of cultures.

Leyenda de contenidos:

· **ASS:** Aspectos socioculturales y sociolingüísticos.

· **EC:** Estrategias de comprensión.

· **Ej:** Ejecución

· **ESD:** Estructuras sintáctico- discursivas.

· **FC:** Funciones Comunicativas.

· **Pl:** Planificación.

· **PP:** Paralingüísticos y paratextuales,

· **PSARE:** Patrones sonoros, acentuales, rítmicos y de entonación.

CUADRO SESIÓN 1

Actividades	Criterios de evaluación	Estándares de aprendizaje
- Can you tell? - Reading Comprehension in-group Activities (exercises 2, 4, 5, 6)	**_"The students should be able to:"_** **(Bloque 2: 1)** _"Produce short and understandable oral texts to their fellow group members, expressing an opinion based on the acquired socio-cultural aspects."_ **(Bloque 3: 2)** _"Apply the most appropriate strategies for understanding and organizing the general meaning, essential information, main points and ideas or relevant details of the text."_	_"**The Students can**:"_ **(Bloque 3: 6)** _"6.1 Show clarity and understanding of specific information so as to individually/in groups solve class tasks"_ _"6.2 Demonstrate a clear understanding of the texts shown in class"_ **(Bloque 2: 3 y 4)** _"3.1. Take an active part in both general classroom discussion and informal conversation with peers."_ _"3.2. Formulate and express their ideas in front of both teacher and classmates."_ _"4.1 Develop their own point of view speaking fluently"_ _"4.2 Remark their own believes in a clear, organized and coherent manner"_
Tiempo	**Contenidos**	
Total 50' - Activity 1: 30' - Activity 2: 20' (4x5')	**Bloque 2**: Estrategias de producción:**1, 3 y 6**. Aspectos socioculturales y sociolingüísticos:**2** y **4**.Funciones Comunicativas:**3** y **8**. Patrones sonoros, acentuales, rítmicos y de entonación: **1**. **Bloque 3**: Estrategias de comprensión: **1** y **3**.Aspectos socioculturales y sociolingüísticos: **1**, **2** y **5**. Funciones comunicativas: **3**. Estructuras sintáctico-discursivas: **1**.	

CUADRO SESIÓN 2

Actividades	Criterios de evaluación	Estándares de aprendizaje
- *Review of previous session* - *Vocabulary exercises: Describing People In-group Activities (exercises 1, 2, 3, 4, 5, 6, 7, 8)*	*"**The students should be able to:**"* **(Bloque 2: 1)** *"Produce short and understandable oral texts to their fellow group members, expressing an opinion based on the acquired socio-cultural aspects."* **(Bloque 1:3)** *"Identify the most relevant points and essential information of an oral text in a master lecture format by using their knowledge of communicative functions for its understanding."* **(Bloque 3: 2)** *"Apply the most appropriate strategies for understanding and organizing the general meaning, essential information, main points and ideas or relevant details of the text."*	*"**The Students can**:"* **(BLOQUE 3:6)**: *"6.1 Show clarity and understanding of specific information so as to individually/in groups solve class tasks"* *"6.2 Demonstrate a clear understanding of the texts shown in class"* **(BLOQUE 2: 4)**: *"4.1. Take an active part in both general classroom discussion and informal situations with peers."* *"4.2. Formulate and express their own point of view in a clear, organized and coherent manner"*
Tiempo Total: 50' - Activity 1: 10' - Activity 2: 40' (8x5')	**Contenidos** **Bloque 2**: Estrategias de producción:**1, 3 y 6.** Aspectos socioculturales y sociolingüísticos:**2, 4 y 5.** Funciones Comunicativas: **3 y 8**. Patrones sonoros, acentuales, rítmicos y de entonación: **1**. **Bloque 3**: Estrategias de comprensión: **1** y **3**.Aspectos socioculturales y sociolingüísticos: **1, 2 y 5**. Funciones comunicativas: **2 y 3**. Estructuras sintáctico- discursivas: **1**.	**(BLOQUE 1: 1)** *"1.1 Understand and interpret both the meaning of the instructions articulated by the teacher and the main ideas said by the peers"* *"1.2 Summarize the key points of the explanation showing a good interpretation of it"*

CUADRO SESIÓN 3

Actividades	Criterios de evaluación	Estándares de aprendizaje
- *Review of previous session* - *Grammar theory: Modal verbs/ Modal perfects explanation* - *Online Dating Lies: Grammar in-group Activities (exercises 1, 2, 3, 4, 6)*	***The students should be able to:*** (**Bloque 1:3**) *"Identify the most relevant points and essential information of an oral text in a master lecture format by using their knowledge of communicative functions for its understanding."* (**Bloque 2: 1**) *"Produce short and understandable oral texts to their fellow group members, expressing an opinion based on the acquired socio-cultural aspects."* (**Bloque 4:5**) *"Use lexical structures with sufficient creditworthiness to demonstrate that they adequately fulfill the required communicative function"*	"***The Students can*:**" (**BLOQUE 1: 1**) *"1.1 Understand and interpret both the meaning of the instructions articulated by the teacher and the main ideas said by the peers"* *"1.2 Summarize the key points of the explanation showing a good interpretation of it"* (**Bloque 2: 3 y 4**) *"3.1. Take an active part in both general classroom discussion and informal conversation with peers."* *"3.2. Formulate and express their ideas in front of both teacher and classmates."* *"4.1 Develop their own point of view speaking fluently"* *"4.2 Remark their own believes in a clear, organized and coherent manner"*

Tiempo	Contenidos	(**Bloque 4: 5**)
Total: 50' - Activity 1: 15' - Activity 2: 15' - Activity 3: 20' (5x4')	**Bloque 1**: Estrategias de comprensión:**1 y 3** Aspectos socioculturales y sociolingüísticos:**2 y 4.** Funciones Comunicativas: **3 y 8** Patrones sonoros, acentuales, rítmicos y de entonación: **1**. **Bloque 3**: Estrategias de comprensión: **1 y 3**.Aspectos socioculturales y sociolingüísticos: **1, 2 y 5**. Funciones comunicativas: **3**.	*"5.1. Produces lexical structures according to the explanations given by the teacher"* *"5.2. In some way, master the academic subject matter in class, establishing a functional sequence and showing arguments that prove certain self-sufficiency."*

| | | Estructuras sintático- discursivas: **1.**

Bloque 4: Estrategias de producción: Planificación: **1 y 2.** Ejecución:
1 y 3. Funciones Comunicativas: **1, 4 y 9.**
Estructuras sintáctico-discursivas: **1.** | |

CUADRO SESIÓN 4

Actividades	Criterios de evaluación	Estándares de aprendizaje
- Review of previous session - Review of previous vocabulary and grammar structures: Meeting new people/ Personal Interviews in-group Activities	*"The students should be able to:"* **(Bloque 1:3)** *"Identify the most relevant points and essential information of an oral text in a master lecture format by using their knowledge of communicative functions for its understanding."* **(Bloque 2: 1 y 2)** *"Produce short and understandable oral texts to their fellow group members, expressing an opinion based on the acquired socio-cultural aspects."* *"Use the knowledge acquired in the previous sessions to produce lexically accurate brief oral texts."*	*"The Students can:"* **(BLOQUE 1: 1)** *"1.1 Understand and interpret both the meaning of the instructions articulated by the teacher and the main ideas said by the peers"* *"1.2 Summarize the key points of the explanation showing a good interpretation of it"* **(Bloque 2: 3 y 4)** *"3.1. Take an active part in both general classroom discussion and informal conversation with peers."* *"3.2. Formulate and express their ideas in front of both teacher and classmates."* *"4.1 Develop their own point of view speaking fluently"* *"4.2 Remark their own believes in a clear, organized and coherent manner"*

Tiempo	Contenidos	
Total: 50' - Activity 1: 15' - Activity 2: 35'	**Bloque 1**: Estrategias de comprensión:**1,3** Aspectos socioculturales y sociolingüísticos:**2** y **4**. Funciones Comunicativas: **3** y **8**. Patrones sonoros, acentuales, rítmicos y de entonación: **1**. **Bloque 2:** Estrategias de producción **1, 2, 3 y 6.** Aspectos Socioculturales y sociolingüísticos: **2, 4 y 5.** Funciones Comunicativas: **3, 4 y 8.** Estructuras sintáctico-discursivas: **1.**	

CUADRO SESIÓN 5

Actividades	Criterios de evaluación	Estándares de aprendizaje
- *Review of previous session* - *Helping friends in online dating: writing explanation theory and description of a person mock-writing exam* - *Kahoot in-group Games*	***The students should be able to:*** **(Bloque 3: 2)** *"Apply the most appropriate strategies for understanding and organizing the general meaning, essential information, main points and ideas or relevant details of the text."* **(Bloque 4: 5 y 2)** *"Use lexical structures with sufficient creditworthiness to demonstrate that they adequately fulfill the required communicative function"* *"Employ the most appropriate strategies to produce a text with a clear and strongly visible structure"* **(Bloque 1:3)** *"Identify the most relevant points and essential information of an oral text in a master lecture format by using their knowledge of communicative functions for its understanding."*	*"**The Students can**:"* **(BLOQUE 1: 1)** *"1.1 Understand and interpret both the meaning of the instructions articulated by the teacher and the main ideas said by the peers"* *"1.2 Summarize the key points of the explanation showing a good interpretation of it"* **(BLOQUE 3:6)**: *"6.1 Show clarity and understanding of specific information so as to, in pairs or small groups, solve class tasks"* *"6.2 Demonstrate a clear understanding of the texts shown in class"* **(Bloque 4: 5)**

Tiempo	Contenidos	
Total: 50' - Activity 1: 10' - Activity2: 25' - Activity 3: 15'	**Bloque 3**: Estrategias de comprensión: **1** y **3**.Aspectos socioculturales y sociolingüísticos: **1, 2** y **5**. Funciones comunicativas: **3**. Estructuras sintáctico-discursivas: **1.** **Bloque 4:** Estrategias de Producción: Planificación: **1 y 2**. Ejecución: **1 y 3**. Funciones Comunicativas: **1, 4 y 9**. Estructuras s-d: **1**.	*"5.1. Produces lexical structures according to the explanations given by the teacher"* *"5.2. In some way, master the academic subject matter in class, establishing a functional sequence and showing arguments that prove certain self-sufficiency."*

CUADRO SESIÓN 6

Actividades	Criterios de evaluación	Estándares de aprendizaje
- *Review of previous session* - *Listening Activities and speaking preparation in-group activities* - *Meeting your date in-pairs role playing*	"**_The students should be able to:_**" (**Bloque 1:3**) "*Identify the most relevant points and essential information of an oral text in a master lecture format by using their knowledge of communicative functions for its understanding.*" (**Bloque 2: 1 y 2**) "*Produce short and understandable oral texts to their fellow group members, expressing an opinion based on the acquired socio-cultural aspects.*" "*Use the knowledge acquired in the previous sessions to produce lexically accurate brief oral texts.*"	"**_The Students can_:**" (**BLOQUE 2: 4 y 3**): "*4.1. Take an active part in both general classroom discussion and informal situations with peers.*" "*4.2. Formulate and express their own point of view in a clear, organized and coherent manner*" "*3.1. Participate in the role-playing in pairs showing a good attitude and proficiency in speaking*" "*3.2. Show firmness and mastery of the lexical structures and vocabulary terms seen in class*"
Tiempo Total: 50' - Activity 1: 10' - Activity 2: 20' - Activity 3: 20'	**Contenidos** **Bloque 1**: Estrategias de comprensión:**1 y 3** Aspectos socioculturales y sociolingüísticos:**2 y 4** Funciones Comunicativas: **3 y 8**. Patrones sonoros, acentuales, rítmicos y de entonación: **1**. **Bloque 2**: Estrategias de producción: **1, 2, 3 y 6.**.Aspectos socioculturales y sociolingüísticos: **1, 2, 4 y 5**. Funciones comunicativas: **3, 5 y 8**. Estructuras sintáctico- discursivas: **1**.	(**BLOQUE 1: 1**) "*1.1 Understand and interpret both the meaning of the instructions articulated by the teacher and the main ideas said by the peers*" "*1.2 Summarize the key points of the explanation showing a good interpretation of it*"

3. CUADRO GENERAL DE LA UNIDAD 5

	Objetivo(s) general(es)	Contenidos	Actividades
Etapa, nivel y curso Second Stage Level B1 1º Bach.	According to the Article 25 of "Real Decreto 1105/2014 de 26 diciembre": - *A* - *B* - *C* - *D* - *F* - *K* - *L*	**"Oral texts comprehension"** (*1st block*): EC**:**1 y 3. ASS: 2 y 4. FC: 3 y 8. PSARE: 1. **"Oral texts production"** (*2nd block*)**:** Ej: 1 y 4. PP: 2 y 3. ASS: 1, 2 y 4. FC 2, 3, 4. ESD 1. PSARE 3. **"Written texts comprehension"** (*3rd block*)**:** EC: 1, 3. ASS:1,2 y 5. FC: 3. ESD: 1 **"Written texts production"** (*4th block*)**:** Pl: 1 y 2. Ej: 1 y 3. FC: 1, 4 y 9. ESD: 1. (*See details below*)	- *Argos Thriller* - *Reading Comprehension in-group Activities* - *Review of previous sessions* - *Vocabulary: Entertainment and Films In-group Activities* - *Grammar theory: Passive Voice/ Causative Voice explanation* - *Film Quiz/No adults allowed: Grammar in-group Activities* - *Making plans and Teen Entertainment in-group Activities* - *"The Hobbit"-Reviews* - *Kahoot games* - *Cinema role playing*
Tiempo 6th, 7th, 11th, 13th, 14th, 18th, February 2020 (6 sessions)	**Criterios de evaluación** "Oral texts comprehension" (1st block):**3** "Oral texts production" (2nd block):**1, 2 y 3** "Written texts comprehension" (3rd block): **2** "Written texts production" (4th block): **2, 5**		**Estándares de aprendizaje evaluables** "Oral texts comprehension" (*1st block*): **1** "Oral texts production" (*2nd block*): **3,4** "Written texts comprehension" (*3rd block*): **6** "Written texts production" (*4th block*): **5**
Competencias clave *Según RECOMENDACIÓN DEL CONSEJO de 22 de mayo de 2018 relativa a las competencias clave para el aprendizaje permanente* (Diario Oficial de la Unión Europea)	· Literacy skills. · Multilingual competence. · Digital competence. · Personal, social and learning to learn competence. · Citizenship competence. · Entrepreneurial competence. · Competence in cultural awareness and expression.		

Atención a la diversidad	The activities proposed in this didactic unit are open which means that the student, with his or her level and according to his or her abilities and performance, develops them. A highly gifted student will develop the activities in a more complex way while students with special educational needs will develop them in a way that is adjusted to their abilities. This didactic unit proposes individual and collaborative work which helps students to learn and develop their abilities and competences, especially to those in need. In regard to students from other countries, cultures and with mother tongues different from Spanish, it might be a great suggestion that, in the activities of their own elaboration, they may use both their language and culture and the foreign language in order to enrich the activities and to create a mixture of cultures.

Leyenda de contenidos:

· **ASS:** Aspectos socioculturales y sociolingüísticos.

· **EC:** Estrategias de comprensión.

· **Ej:** Ejecución

· **ESD:** Estructuras sintáctico- discursivas.

· **FC:** Funciones Comunicativas.

· **Pl:** Planificación.

· **PP:** Paralingüísticos y paratextuales,

· **PSARE:** Patrones sonoros, acentuales, rítmicos y de entonación.

CUADRO SESIÓN 1

Actividades	Criterios de evaluación	Estándares de aprendizaje
- *Argo Thriller* - *Reading Comprehension in-group Activities* (exercises 2, 3, 4, 5, 6)	"***The students should be able to:***" **(Bloque 2: 1)** "*Produce short and understandable oral texts to their fellow group members, expressing an opinion based on the acquired socio-cultural aspects.*" **(Bloque 3: 2)** "*Apply the most appropriate strategies for understanding and organizing the general meaning, essential information, main points and ideas or relevant details of the text.*"	"***The Students can***:" **(Bloque 3: 6)** "*6.1 Show clarity and understanding of specific information so as to individually/in groups solve class tasks*" "*6.2 Demonstrate a clear understanding of the texts shown in class*" **(Bloque 2: 3 y 4)** "*3.1. Take an active part in both general classroom discussion and informal conversation with peers.*" "*3.2. Formulate and express their ideas in front of both teacher and classmates.*" "*4.1 Develop their own point of view speaking fluently*" "*4.2 Remark their own believes in a clear, organized and coherent manner*"
Tiempo	**Contenidos**	
Total 50' - Activity 1: 25' - Activity 2: 25' (5x5')	**Bloque 2**: Estrategias de producción:**1, 3 y 6**. Aspectos socioculturales y sociolingüísticos:**2** y **4**.Funciones Comunicativas:**3** y **8**. Patrones sonoros, acentuales, rítmicos y de entonación: **1**. **Bloque 3**: Estrategias de comprensión: **1** y **3**.Aspectos socioculturales y sociolingüísticos: **1**, **2** y **5**. Funciones comunicativas: **3**. Estructuras sintáctico-discursivas: **1**.	

CUADRO SESIÓN 2

Actividades	Criterios de evaluación	Estándares de aprendizaje
- *Review of previous session* - *Vocabulary exercises: Entertainment and Films In-group Activities (exercises 1, 2, 3, 4, 5, 6, 7, 8)*	*"__The students should be able to:__"* **(Bloque 2: 1)** *"Produce short and understandable oral texts to their fellow group members, expressing an opinion based on the acquired socio-cultural aspects."* **(Bloque 1:3)** *"Identify the most relevant points and essential information of an oral text in a master lecture format by using their knowledge of communicative functions for its understanding."* **(Bloque 3: 2)** *"Apply the most appropriate strategies for understanding and organizing the general meaning, essential information, main points and ideas or relevant details of the text."*	"*__The Students can__*:" **(BLOQUE 3:6)**: "6.1 *Show clarity and understanding of specific information so as to individually/in groups solve class tasks*" "*6.2 Demonstrate a clear understanding of the texts shown in class*" **(BLOQUE 2: 4)**: "*4.1. Take an active part in both general classroom discussion and informal situations with peers.*" "*4.2. Formulate and express their own point of view in a clear, organized and coherent manner*"
Tiempo Total: 50' - Activity 1: 10' - Activity 2: 40' (8x5')	**Contenidos** **Bloque 2**: Estrategias de producción:**1, 3 y 6.** Aspectos socioculturales y sociolingüísticos:**2, 4 y 5**. Funciones Comunicativas: **3 y 8**. Patrones sonoros, acentuales, rítmicos y de entonación: **1**. **Bloque 3**: Estrategias de comprensión: **1** y **3**.Aspectos socioculturales y sociolingüísticos: **1, 2** y **5**. Funciones comunicativas: **2 y 3**. Estructuras sintáctico- discursivas: **1**.	**(BLOQUE 1: 1)** *"1.1 Understand and interpret both the meaning of the instructions articulated by the teacher and the main ideas said by the peers"* *"1.2 Summarize the key points of the explanation showing a good interpretation of it"*

CUADRO SESIÓN 3

Actividades	Criterios de evaluación	Estándares de aprendizaje
- *Review of previous session* - *Grammar theory: Passive Voice/ Causative Voice explanation* - *Film Quiz/No adults allowed: Grammar in-group Activities (exercises 1, 2, 3, 4, 5)*	***The students should be able to:*** (**Bloque 1:3**) *"Identify the most relevant points and essential information of an oral text in a master lecture format by using their knowledge of communicative functions for its understanding."* (**Bloque 2: 1**) *"Produce short and understandable oral texts to their fellow group members, expressing an opinion based on the acquired socio-cultural aspects."* (**Bloque 4:5**) *"Use lexical structures with sufficient creditworthiness to demonstrate that they adequately fulfill the required communicative function"*	"***The Students can:***" (**BLOQUE 1: 1**) *"1.1 Understand and interpret both the meaning of the instructions articulated by the teacher and the main ideas said by the peers"* *"1.2 Summarize the key points of the explanation showing a good interpretation of it"* (**Bloque 2: 3 y 4**) *"3.1. Take an active part in both general classroom discussion and informal conversation with peers."* *"3.2. Formulate and express their ideas in front of both teacher and classmates."* *"4.1 Develop their own point of view speaking fluently"* *"4.2 Remark their own believes in a clear, organized and coherent manner"*

Tiempo	Contenidos	(**Bloque 4: 5**)
Total: 50' - Activity 1: 15' - Activity 2: 15' - Activity 3: 20' (5x4')	**Bloque 1**: Estrategias de comprensión:**1 y 3** Aspectos socioculturales y sociolingüísticos:**2 y 4.** Funciones Comunicativas: **3 y 8** Patrones sonoros, acentuales, rítmicos y de entonación: **1**. **Bloque 3**: Estrategias de comprensión: **1 y 3**.Aspectos socioculturales y sociolingüísticos: **1, 2 y 5**. Funciones comunicativas: **3**.	*"5.1. Produces lexical structures according to the explanations given by the teacher"* *"5.2. In some way, master the academic subject matter in class, establishing a functional sequence and showing arguments that prove certain self-sufficiency."*

		Estructuras sintático- discursivas: **1.** **Bloque 4:** Estrategias de producción: Planificación: **1 y 2.** Ejecución: **1 y 3.** Funciones Comunicativas: **1, 4 y 9.** Estructuras sintáctico-discursivas: **1.**	

CUADRO SESIÓN 4

Actividades	Criterios de evaluación	Estándares de aprendizaje
- Review of previous session - Review of previous vocabulary and grammar structures: Making plans and Teen Entertainment in-group Activities	*"The students should be able to:"* **(Bloque 1:3)** *"Identify the most relevant points and essential information of an oral text in a master lecture format by using their knowledge of communicative functions for its understanding."* **(Bloque 2: 1 y 2)** *"Produce short and understandable oral texts to their fellow group members, expressing an opinion based on the acquired socio-cultural aspects."* *"Use the knowledge acquired in the previous sessions to produce lexically accurate brief oral texts."*	*"The Students can:"* **(BLOQUE 1: 1)** *"1.1 Understand and interpret both the meaning of the instructions articulated by the teacher and the main ideas said by the peers"* *"1.2 Summarize the key points of the explanation showing a good interpretation of it"* **(Bloque 2: 3 y 4)** *"3.1. Take an active part in both general classroom discussion and informal conversation with peers."* *"3.2. Formulate and express their ideas in front of both teacher and classmates."* *"4.1 Develop their own point of view speaking fluently"* *"4.2 Remark their own believes in a clear, organized and coherent manner"*

Tiempo	Contenidos	
Total: 50' - Activity 1: 15' - Activity 2: 35'	**Bloque 1**: Estrategias de comprensión:**1,3** Aspectos socioculturales y sociolingüísticos:**2** y **4.** Funciones Comunicativas: **3** y **8**. Patrones sonoros, acentuales, rítmicos y de entonación: **1**. **Bloque 2:** Estrategias de producción **1, 2, 3 y 6.** Aspectos Socioculturales y sociolingüísticos: **2, 4 y 5.** Funciones Comunicativas: **3, 4 y 8.** Estructuras sintáctico-discursivas: **1.**	

CUADRO SESIÓN 5

Actividades	Criterios de evaluación	Estándares de aprendizaje
- *Review of previous session* - *How to write a Film Review: writing explanation theory and "The Hobbit" mock-writing exam* - *Kahoot in-group Games*	***The students should be able to:*** **(Bloque 3: 2)** *"Apply the most appropriate strategies for understanding and organizing the general meaning, essential information, main points and ideas or relevant details of the text."* **(Bloque 4: 5 y 2)** *"Use lexical structures with sufficient creditworthiness to demonstrate that they adequately fulfill the required communicative function"* *"Employ the most appropriate strategies to produce a text with a clear and strongly visible structure"* **(Bloque 1:3)** *"Identify the most relevant points and essential information of an oral text in a master lecture format by using their knowledge of communicative functions for its understanding."*	"***The Students can***:" **(BLOQUE 1: 1)** *"1.1 Understand and interpret both the meaning of the instructions articulated by the teacher and the main ideas said by the peers"* *"1.2 Summarize the key points of the explanation showing a good interpretation of it"* **(BLOQUE 3:6)**: "*6.1 Show clarity and understanding of specific information so as to, in pairs or small groups, solve class tasks*" *"6.2 Demonstrate a clear understanding of the texts shown in class"* **(Bloque 4: 5)**
Tiempo	**Contenidos**	
Total: 50' - Activity 1: 10' - Activity2: 25' - Activity 3: 15'	**Bloque 3**: Estrategias de comprensión: **1** y **3**.Aspectos socioculturales y sociolingüísticos: **1**, **2** y **5**. Funciones comunicativas: **3**. Estructuras sintáctico-discursivas: **1**. **Bloque 4:** Estrategias de Producción: Planificación: **1 y 2**. Ejecución: **1 y 3**. Funciones Comunicativas: **1, 4 y 9**. Estructuras s-d: **1**.	*"5.1. Produces lexical structures according to the explanations given by the teacher"* *"5.2. In some way, master the academic subject matter in class, establishing a functional sequence and showing arguments that prove certain self-sufficiency."*

CUADRO SESIÓN 6

Actividades	Criterios de evaluación	Estándares de aprendizaje
- *Review of previous session* - *Listening Activities and speaking preparation in-group activities* - *Choosing a film to watch at the cinema role playing*	"***The students should be able to:***" **(Bloque 1:3)** *"Identify the most relevant points and essential information of an oral text in a master lecture format by using their knowledge of communicative functions for its understanding."* **(Bloque 2: 1 y 2)** *"Produce short and understandable oral texts to their fellow group members, expressing an opinion based on the acquired socio-cultural aspects."* *"Use the knowledge acquired in the previous sessions to produce lexically accurate brief oral texts."*	"***The Students can***:" **(BLOQUE 2: 4 y 3)**: *"4.1. Take an active part in both general classroom discussion and informal situations with peers."* *"4.2. Formulate and express their own point of view in a clear, organized and coherent manner"* *"3.1. Participate in the role-playing in pairs showing a good attitude and proficiency in speaking"* *"3.2. Show firmness and mastery of the lexical structures and vocabulary terms seen in class"*
Tiempo Total: 50' - Activity 1: 10' - Activity 2: 20' - Activity 3: 20'	**Contenidos** **Bloque 1**: Estrategias de comprensión:**1 y 3** Aspectos socioculturales y sociolingüísticos:**2 y 4** Funciones Comunicativas: **3 y 8**. Patrones sonoros, acentuales, rítmicos y de entonación: **1**. **Bloque 2**: Estrategias de producción: **1, 2, 3 y 6.**.Aspectos socioculturales y sociolingüísticos: **1, 2, 4 y 5**. Funciones comunicativas: **3, 5 y 8**. Estructuras sintáctico- discursivas: **1**.	**(BLOQUE 1: 1)** *"1.1 Understand and interpret both the meaning of the instructions articulated by the teacher and the main ideas said by the peers"* *"1.2 Summarize the key points of the explanation showing a good interpretation of it"*

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4. CUADRO GENERAL DE LA UNIDAD 6

	Objetivo(s) general(es)	Contenidos	Actividades
Etapa, nivel y curso Second Stage Level B1 1º Bach.	According to the Article 25 of "Real Decreto 1105/2014 de 26 diciembre": - **A** - **B** - **C** - **D** - **F** - **K** - **L**	**"Oral texts comprehension"** (*1st block*): EC**:**1 y 3. ASS: 2 y 4. FC: 3 y 8. PSARE: 1. **"Oral texts production"** (*2nd block*)**:** Ej: 1 y 4. PP: 2 y 3. ASS: 1, 2 y 4. FC 2, 3, 4. ESD 1. PSARE 3. **"Written texts comprehension"** (*3rd block*)**:** EC: 1, 3. ASS:1,2 y 5. FC: 3. ESD: 1 **"Written texts production"** (*4th block*)**:** Pl: 1 y 2. Ej: 1 y 3. FC: 1, 4 y 9. ESD: 1. (*See details below*)	- *Let's Swap* - *Reading Comprehension in-group Activities* - *Review of previous sessions* - *Vocabulary: Shopping and Consumerism In-group Activities* - *Grammar theory: Defining vs non-defining clauses explanation* - *A new recycling trend?: Grammar in-group Activities* - *Shopping online decisions in-group Activities* - *For/Against essay* - *Kahoot games* - *Debate*
Tiempo 20th, 21st, 28th, 3rd, 5th, 6th, *10th*, *12th* Feb-March 2020+ *24th,26th*	**Criterios de evaluación** "Oral texts comprehension" (1st block):**3** "Oral texts production" (2nd block):**1, 2 y 3** "Written texts comprehension" (3rd block): **2 y 4** "Written texts production" (4th block): **2, 5**		**Estándares de aprendizaje evaluables** "Oral texts comprehension" (*1st block*): **1** "Oral texts production" (*2nd block*): **3,4** "Written texts comprehension" (*3rd block*): **6** "Written texts production" (*4th block*): **5**
Competencias clave *Según RECOMENDACIÓN DEL CONSEJO de 22 de mayo de 2018 relativa a las competencias clave para el aprendizaje permanente* (Diario Oficial de la Unión Europea)	· Literacy skills. · Multilingual competence. · Digital competence. · Personal, social and learning to learn competence. · Citizenship competence. · Entrepreneurial competence. · Competence in cultural awareness and expression.		

Atención a la diversidad *10th* and *12th* were special days as the fear of the pandemic caused by the Covid began to emerge. Online classes were held on the *24th* and *26th* because of the pandemic.	The activities proposed in this didactic unit are open which means that the student, with his or her level and according to his or her abilities and performance, develops them. A highly gifted student will develop the activities in a more complex way while students with special educational needs will develop them in a way that is adjusted to their abilities. This didactic unit proposes individual and collaborative work which helps students to learn and develop their abilities and competences, especially to those in need. In regard to students from other countries, cultures and with mother tongues different from Spanish, it might be a great suggestion that, in the activities of their own elaboration, they may use both their language and culture and the foreign language in order to enrich the activities and to create a mixture of cultures.

Leyenda de Contenidos

·   **ASS:** Aspectos socioculturales y sociolingüísticos.

·   **EC:** Estrategias de comprensión.

·   **Ej:** Ejecución

·   **ESD:** Estructuras sintáctico- discursivas.

·   **FC:** Funciones Comunicativas.

·   **Pl:** Planificación.

·   **PP:** Paralingüísticos y paratextuales,

·   **PSARE:** Patrones sonoros, acentuales, rítmicos y de entonación.

CUADRO SESIÓN 1

Actividades	Criterios de evaluación	Estándares de aprendizaje
- *Let's Swap* - *Reading Comprehension in-group Activities* (exercises 2, 3, 4, 5, 6, 7)	***"The students should be able to:"*** **(Bloque 2: 1)** *"Produce short and understandable oral texts to their fellow group members, expressing an opinion based on the acquired socio-cultural aspects."* **(Bloque 3: 2)** *"Apply the most appropriate strategies for understanding and organizing the general meaning, essential information, main points and ideas or relevant details of the text."*	"***The Students can***:" **(Bloque 3: 6)** *"6.1 Show clarity and understanding of specific information so as to individually/in groups solve class tasks"* *"6.2 Demonstrate a clear understanding of the texts shown in class"* **(Bloque 2: 3 y 4)** *"3.1. Take an active part in both general classroom discussion and informal conversation with peers."* *"3.2. Formulate and express their ideas in front of both teacher and classmates."* *"4.1 Develop their own point of view speaking fluently"* *"4.2 Remark their own believes in a clear, organized and coherent manner"*
Tiempo	**Contenidos**	
Total 50' - Activity 1: 20' - Activity 2: 30' (6x5')	**Bloque 2**: Estrategias de producción:**1, 3 y 6**. Aspectos socioculturales y sociolingüísticos:**2** y **4**.Funciones Comunicativas:**3** y **8**. Patrones sonoros, acentuales, rítmicos y de entonación: **1**. **Bloque 3**: Estrategias de comprensión: **1** y **3**.Aspectos socioculturales y sociolingüísticos: **1**, **2** y **5**. Funciones comunicativas: **3**. Estructuras sintáctico-discursivas: **1**.	

CUADRO SESIÓN 2

Actividades	Criterios de evaluación	Estándares de aprendizaje
- *Review of previous session* - *Vocabulary exercises: Shopping and Consumerism In-group Activities (exercises 1, 2, 3, 4, 5, 6)*	*"**The students should be able to:**"* **(Bloque 2: 1)** *"Produce short and understandable oral texts to their fellow group members, expressing an opinion based on the acquired socio-cultural aspects."* **(Bloque 1:3)** *"Identify the most relevant points and essential information of an oral text in a master lecture format by using their knowledge of communicative functions for its understanding."* **(Bloque 3: 2)** *"Apply the most appropriate strategies for understanding and organizing the general meaning, essential information, main points and ideas or relevant details of the text."*	*"**The Students can**:"* **(BLOQUE 3:6)**: *"6.1 Show clarity and understanding of specific information so as to individually/in groups solve class tasks"* *"6.2 Demonstrate a clear understanding of the texts shown in class"* **(BLOQUE 2: 4)**: *"4.1. Take an active part in both general classroom discussion and informal situations with peers."* *"4.2. Formulate and express their own point of view in a clear, organized and coherent manner"*
Tiempo Total: 50' - Activity 1: 10' - Activity 2: 40' (6x6-7')	**Contenidos** **Bloque 2**: Estrategias de producción:**1, 3 y 6.** Aspectos socioculturales y sociolingüísticos:**2, 4 y 5.** Funciones Comunicativas: **3 y 8**. Patrones sonoros, acentuales, rítmicos y de entonación: **1**. **Bloque 3**: Estrategias de comprensión: **1** y **3**.Aspectos socioculturales y sociolingüísticos: **1, 2** y **5**. Funciones comunicativas: **2 y 3**. Estructuras sintáctico- discursivas: **1**.	**(BLOQUE 1: 1)** *"1.1 Understand and interpret both the meaning of the instructions articulated by the teacher and the main ideas said by the peers"* *"1.2 Summarize the key points of the explanation showing a good interpretation of it"*

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CUADRO SESIÓN 3

Actividades	Criterios de evaluación	Estándares de aprendizaje
- *Review of previous session* - *Grammar theory: Relative Pronouns/ Defining vs Non-defining relative clauses explanation* - *A new recycling trend?: Grammar in-group Activities (exercises 1, 2, 3, 4, 5)*	***The students should be able to:*** (**Bloque 1:3**) *"Identify the most relevant points and essential information of an oral text in a master lecture format by using their knowledge of communicative functions for its understanding."* (**Bloque 2: 1**) *"Produce short and understandable oral texts to their fellow group members, expressing an opinion based on the acquired socio-cultural aspects."* (**Bloque 4:5**) *"Use lexical structures with sufficient creditworthiness to demonstrate that they adequately fulfill the required communicative function"*	"***The Students can:***" (**BLOQUE 1: 1**) *"1.1 Understand and interpret both the meaning of the instructions articulated by the teacher and the main ideas said by the peers"* *"1.2 Summarize the key points of the explanation showing a good interpretation of it"* (**Bloque 2: 3 y 4**) "3.1. *Take an active part in both general classroom discussion and informal conversation with peers."* *"3.2. Formulate and express their ideas in front of both teacher and classmates."* *"4.1 Develop their own point of view speaking fluently"* *"4.2 Remark their own believes in a clear, organized and coherent manner"*
Tiempo	**Contenidos**	(**Bloque 4: 5**)
Total: 50' - Activity 1: 15' - Activity 2: 15' - Activity 3: 20' (5x4')	**Bloque 1**: Estrategias de comprensión:**1 y 3** Aspectos socioculturales y sociolingüísticos:**2 y 4.** Funciones Comunicativas: **3 y 8** Patrones sonoros, acentuales, rítmicos y de entonación: **1**. **Bloque 3**: Estrategias de comprensión: **1 y 3**.Aspectos socioculturales y sociolingüísticos: **1, 2 y 5**. Funciones comunicativas: **3**.	*"5.1. Produces lexical structures according to the explanations given by the teacher"* *"5.2. In some way, master the academic subject matter in class, establishing a functional sequence and showing arguments that prove certain self-sufficiency."*

		Estructuras sintático- discursivas: **1.** **Bloque 4:** Estrategias de producción: Planificación: **1 y 2.** Ejecución: **1 y 3.** Funciones Comunicativas: **1, 4 y 9.** Estructuras sintáctico-discursivas: **1.**	

CUADRO SESIÓN 4

Actividades	Criterios de evaluación	Estándares de aprendizaje
- *Review of previous session* - *Review of previous vocabulary and grammar structures: Shopping online decisions in-group Activities*	**"*The students should be able to:*"** **(Bloque 1:3)** *"Identify the most relevant points and essential information of an oral text in a master lecture format by using their knowledge of communicative functions for its understanding."* **(Bloque 2: 1 y 2)** *"Produce short and understandable oral texts to their fellow group members, expressing an opinion based on the acquired socio-cultural aspects."* *"Use the knowledge acquired in the previous sessions to produce lexically accurate brief oral texts."*	"*The Students can*:" **(BLOQUE 1: 1)** *"1.1 Understand and interpret both the meaning of the instructions articulated by the teacher and the main ideas said by the peers"* *"1.2 Summarize the key points of the explanation showing a good interpretation of it"* **(Bloque 2: 3 y 4)** *"3.1. Take an active part in both general classroom discussion and informal conversation with peers."* *"3.2. Formulate and express their ideas in front of both teacher and classmates."* *"4.1 Develop their own point of view speaking fluently"* *"4.2 Remark their own believes in a clear, organized and coherent manner"*

Tiempo	Contenidos	
Total: 50' - Activity 1: 15' - Activity 2: 35'	**Bloque 1**: Estrategias de comprensión:**1,3** Aspectos socioculturales y sociolingüísticos:**2** y **4**. Funciones Comunicativas: **3** y **8**. Patrones sonoros, acentuales, rítmicos y de entonación: **1**. **Bloque 2:** Estrategias de producción **1, 2, 3 y 6.** Aspectos Socioculturales y sociolingüísticos: **2, 4 y 5.** Funciones Comunicativas: **3, 4 y 8.** Estructuras sintáctico-discursivas: **1.**	

CUADRO SESIÓN 5

Actividades	Criterios de evaluación	Estándares de aprendizaje
- *Review of previous session* - *How to write a For and Against Essay: writing explanation theory and Amazon vs Shopping Centres mock-writing exam* - *Kahoot in-group Games*	***The students should be able to:*** **(Bloque 3: 2)** *"Apply the most appropriate strategies for understanding and organizing the general meaning, essential information, main points and ideas or relevant details of the text."* **(Bloque 4: 5 y 2)** *"Use lexical structures with sufficient creditworthiness to demonstrate that they adequately fulfill the required communicative function"* *"Employ the most appropriate strategies to produce a text with a clear and strongly visible structure"* **(Bloque 1:3)** *"Identify the most relevant points and essential information of an oral text in a master lecture format by using their knowledge of communicative functions for its understanding."*	"***The Students can***:" **(BLOQUE 1: 1)** *"1.1 Understand and interpret both the meaning of the instructions articulated by the teacher and the main ideas said by the peers"* *"1.2 Summarize the key points of the explanation showing a good interpretation of it"* **(BLOQUE 3:6)**: "*6.1 Show clarity and understanding of specific information so as to, in pairs or small groups, solve class tasks"* *"6.2 Demonstrate a clear understanding of the texts shown in class"* **(Bloque 4: 5)**
Tiempo	**Contenidos**	
Total: 50' - Activity 1: 10' - Activity2: 25' - Activity 3: 15'	**Bloque 3**: Estrategias de comprensión: **1** y **3**.Aspectos socioculturales y sociolingüísticos: **1**, **2** y **5**. Funciones comunicativas: **3**. Estructuras sintáctico-discursivas: **1**. **Bloque 4:** Estrategias de Producción: Planificación: **1 y 2**. Ejecución: **1 y 3**. Funciones Comunicativas: **1, 4 y 9**. Estructuras s-d: **1**.	*"5.1. Produces lexical structures according to the explanations given by the teacher"* *"5.2. In some way, master the academic subject matter in class, establishing a functional sequence and showing arguments that prove certain self-sufficiency."*

CUADRO SESIÓN 6

Actividades	Criterios de evaluación	Estándares de aprendizaje
- *Review of previous session* - *Listening Activities and speaking preparation in-group activities* - *Debate about consumerism (role playing)*	**"The students should be able to:"** **(Bloque 1:3)** *"Identify the most relevant points and essential information of an oral text in a master lecture format by using their knowledge of communicative functions for its understanding."* **(Bloque 2: 1 y 2)** *"Produce short and understandable oral texts to their fellow group members, expressing an opinion based on the acquired socio-cultural aspects."* *"Use the knowledge acquired in the previous sessions to produce lexically accurate brief oral texts."*	**"The Students can:"** **(BLOQUE 2: 4 y 3)**: *"4.1. Take an active part in both general classroom discussion and informal situations with peers."* *"4.2. Formulate and express their own point of view in a clear, organized and coherent manner"* *"3.1. Participate in the role-playing in pairs showing a good attitude and proficiency in speaking"* *"3.2. Show firmness and mastery of the lexical structures and vocabulary terms seen in class"*
Tiempo Total: 50' - Activity 1: 10' - Activity 2: 20' - Activity 3: 20'	**Contenidos** **Bloque 1**: Estrategias de comprensión:**1 y 3** Aspectos socioculturales y sociolingüísticos:**2 y 4** Funciones Comunicativas: **3 y 8**. Patrones sonoros, acentuales, rítmicos y de entonación: **1**. **Bloque 2**: Estrategias de producción: **1, 2, 3 y 6**..Aspectos socioculturales y sociolingüísticos: **1, 2, 4 y 5**. Funciones comunicativas: **3, 5 y 8**. Estructuras sintáctico- discursivas: **1**.	**(BLOQUE 1: 1)** *"1.1 Understand and interpret both the meaning of the instructions articulated by the teacher and the main ideas said by the peers"* *"1.2 Summarize the key points of the explanation showing a good interpretation of it"*

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CUADRO SESIÓN 7

Actividades	Criterios de evaluación	Estándares de aprendizaje
- *Exam: grammar, vocabulary and speaking*	*"**The students should be able to:**"* **(Bloque 2: 1 y 2)** *"Produce short and understandable oral texts to their fellow group members, expressing an opinion based on the acquired socio-cultural aspects."* *"Use the knowledge acquired in the previous sessions to produce lexically accurate brief oral texts."* **(Bloque 4: 5 y 2)** *"Use lexical structures with sufficient creditworthiness to demonstrate that they adequately fulfill the required communicative function"* *"Employ the most appropriate strategies to produce a text with a clear and strongly visible structure"*	"***The Students can***:" **(BLOQUE 3:6)**: *"6.1 Show clarity and understanding of specific information so as to individually solve the test"* *"6.2 Demonstrate a clear understanding of the texts shown in class"* **(BLOQUE 2: 4)**: *"4.1. Take an active part in the oral activities proposed by the teacher, being able to accurately follow the instructions given"* *"4.2. Formulate and express their own point of view in a clear, organized and coherent manner"*
Tiempo Total: 50' - Activity 1: 50'	**Contenidos** **Bloque 2**: Estrategias de producción:**1, 3 y 6.** Aspectos socioculturales y sociolingüísticos:**2, 4 y 5.** Funciones Comunicativas: **3 y 8**. Patrones sonoros, acentuales, rítmicos y de entonación: **1**. **Bloque 4:** Estrategias de producción: Planificación: **1 y 2.** Ejecución: **1 y 3.** Funciones Comunicativas: **1, 4 y 9.** Estructuras sintáctico-discursivas: **1.**	**(BLOQUE 1: 1)** *"1.1 Understand and interpret both the meaning of the instructions articulated by the teacher and the main ideas said by the peers"* *"1.2 Summarize the key points of explanations given by teacher and peers, showing a good interpretation of them"*

CUADRO SESIÓN 8 (less than 50% of students in class due to COVID pandemic)

Actividades	Criterios de evaluación	Estándares de aprendizaje
- *Previous Units in groups Grammar Review:* - *Future* - *Modals* - *Passive*	***"The students should be able to:"*** (**Bloque 1:3**) *"Identify the most relevant points and essential information of an oral text in a master lecture format by using their knowledge of communicative functions for its understanding."* (**Bloque 4: 5 y 2**) *"Use lexical structures with sufficient creditworthiness to demonstrate that they adequately fulfill the required communicative function"* *"Employ the most appropriate strategies to produce a text with a clear and strongly visible structure"*	"***The Students can***:" (**BLOQUE 3:6**): *"6.1 Show clarity and understanding of specific information so as to, in pairs or small groups, solve class tasks"* *"6.2 Demonstrate a clear understanding of the texts shown in class"* (**BLOQUE 2: 4 y 3**): *"4.1. Take an active part in both general classroom discussion and informal situations with peers."* *"4.2. Formulate and express their own point of view in a clear, organized and coherent manner"*
Tiempo Total: 50' - Activity 1: 15' - Activity 2: 15' - Activity 3: 20'	**Contenidos** **Bloque 2**: Estrategias de producción:**1, 3 y 6.** Aspectos socioculturales y sociolingüísticos:**2, 4 y 5.** Funciones Comunicativas: **3 y 8**. Patrones sonoros, acentuales, rítmicos y de entonación: **1**. **Bloque 4**: Estrategias de producción: Planificación: **1 y 2.** Ejecución: **1 y 3.** Funciones Comunicativas: **1, 4 y 9.** Estructuras sintáctico-discursivas: **1.** **Bloque 1**: Estrategias de comprensión:**1 y 3.** Aspectos socioculturales y sociolingüísticos: **2 y 4.** Funciones comunicativas: **3 y 8.** Patrones sonoros, acentuales, rítmicos y de entonación: **1**	*"3.1. Participate in discussions in pairs showing a good attitude and proficiency in speaking"* *"3.2. Show firmness and mastery of the lexical structures and vocabulary terms seen in class"* (**BLOQUE 1: 1**) *"1.1 Understand and interpret both the meaning of the instructions articulated by the teacher and the main ideas said by the peers"* *"1.2 Summarize the key points of explanations given by teacher and peers, showing a good interpretation of them"*

CUADRO SESIÓN 8 (less than 40% of students in class due to COVID pandemic)

Actividades	Criterios de evaluación	Estándares de aprendizaje
- *In pairs 6th March exam correction*	*"**The students should be able to:**"* **(Bloque 4: 5 y 2)** *"Use lexical structures with sufficient creditworthiness to demonstrate that they adequately fulfill the required communicative function"* *"Employ the most appropriate strategies to produce a text with a clear and strongly visible structure"* **(Bloque 3: 2 y 4)** *"Apply the most appropriate strategies for understanding and organizing the general meaning, essential information, main points and ideas or relevant details of the text."* *"Know to identify potential lexical mistakes and adapt them to a suitable communicative context"*	"***The Students can**:*" **(BLOQUE 3:6)**: "6.1 *Show clarity and understanding of specific information so as to, in pairs or small groups, solve class tasks proposed by the teacher*" "6.2 *Demonstrate a clear understanding of the texts produced by peers, being able to correct potential weaknesses*" **(BLOQUE 2: 4 y 3)**: "4.1. *Take an active part in both general classroom discussion and informal situations with peers.*" "4.2. *Formulate and express their own point of view in a clear, organized and coherent manner*" "3.1. *Participate in discussions in pairs showing a good attitude and proficiency in speaking*" "3.2. *Show firmness and mastery of the lexical structures and vocabulary terms seen in class, so as to correct or reflect about the mistakes*" **(BLOQUE 1: 1)** "1.1 *Understand and interpret both the meaning of the instructions articulated by the teacher and the main ideas said by the peers*" "1.2 *Summarize the key points of explanations given by teacher and peers, showing a good interpretation of them*"
Tiempo Total: 50' - Activity 1: 50'	**Contenidos** **Bloque 2**: Estrategias de producción:**1, 3 y 6.** Aspectos socioculturales y sociolingüísticos:**2, 4 y 5.** Funciones Comunicativas: **3 y 8.** Patrones sonoros, acentuales, rítmicos y de entonación: **1**. **Bloque 4:** Estrategias de producción: Planificación: **1 y 2.** Ejecución: **1 y 3.** Funciones Comunicativas: **1, 4 y 9.** Estructuras sintáctico-discursivas: **1.** **Bloque 1**: Estrategias de comprensión:**1 y 3.** Aspectos socioculturales y sociolingüísticos: **2 y 4.** Funciones comunicativas: **3 y 8.** Patrones sonoros, acentuales, rítmicos y de entonación: **1**	

CUADRO ONLINE SESSION 1 (due to COVID pandemic)

Actividades	Criterios de evaluación	Estándares de aprendizaje
- *Previous Classes Grammatical Review: Defining vs Non-defining relative clauses* - *In groups Kahoot playing* - *Relative Clauses & Impersonal Passive Exam*	*"**The students should be able to:**"* **(Bloque 4: 5 y 2)** *"Use lexical structures with sufficient creditworthiness to demonstrate that they adequately fulfill the required communicative function"* *"Employ the most appropriate strategies to produce a text with a clear and strongly visible structure"* **(Bloque 1:3)** *"Identify the most relevant points and essential information of an oral text in a master lecture format by using their knowledge of communicative functions for its understanding."* **(Bloque 3: 2)** *"Apply the most appropriate strategies for understanding and organizing the general meaning, essential information, main points and ideas or relevant details of the text."*	*"**The Students can**:"* **(BLOQUE 3:6)**: *"6.1 Show clarity and understanding of specific information so as to, in pairs or small groups, solve class tasks proposed by the teacher"* *"6.2 Demonstrate a clear understanding of the texts seen in class"* **(BLOQUE 1: 1)** *"1.1 Understand and interpret both the meaning of the instructions articulated by the teacher and the main ideas said by the peers"* *"1.2 Summarize the key points of explanations given by teacher and peers, showing a good interpretation of them"*
Tiempo Total: 50' - Activity 1: 15' - Activity 2: 10' - Activity 3: 25'	**Contenidos** **Bloque 4:** Estrategias de producción: Planificación: **1 y 2.** Ejecución: **1 y 3.** Funciones Comunicativas: **1, 4 y 9.** Estructuras sintáctico-discursivas: **1.** **Bloque 1**: Estrategias de comprensión:**1 y 3.** Aspectos socioculturales y sociolingüísticos: **2 y 4.** Funciones comunicativas: **3 y 8.** Patrones sonoros, acentuales, rítmicos y de entonación: **1**	**(Bloque 4: 5)** *"5.1. Produces lexical structures according to the explanations given by the teacher"* *"5.2. In some way, master the academic subject matter in class, establishing a functional sequence and showing arguments that prove certain self-sufficiency."*

CUADRO ONLINE SESSION 2 (due to COVID pandemic)

Actividades	Criterios de evaluación	Estándares de aprendizaje
- *Joaquin Phoenix Speech* - *Debate about Phoenix Speech* - *Critical thinking writing exercise*	*"The students should be able to:"* **(Bloque 1:3)** *"Identify the most relevant points and essential information of an oral text in a master lecture format by using their knowledge of communicative functions for its understanding."* **(Bloque 2: 1 y 2)** *"Produce short and understandable oral texts to their fellow group members, expressing an opinion based on the acquired socio-cultural aspects."* *"Use the knowledge acquired in the previous sessions to produce lexically accurate brief oral texts."* **(Bloque 4: 5 y 2)** *"Use lexical structures with sufficient creditworthiness to demonstrate that they adequately fulfill the required communicative function"* *"Employ the most appropriate strategies to produce a text with a clear and strongly visible structure"*	"*The Students can*:" **(BLOQUE 2: 4 y 3)**: *"4.1. Take an active part in both general classroom discussion and informal situations with peers."* *"4.2. Formulate and express their own point of view in a clear, organized and coherent manner"* *"3.1. Participate in discussions showing a good attitude and proficiency in speaking"* *"3.2. Show firmness and mastery of the lexical structures and vocabulary terms seen in class, so as to prove strong arguments"* **(BLOQUE 1: 1)** *"1.1 Understand and interpret both the meaning of the instructions articulated by the teacher and the main ideas said by the peers"* *"1.2 Summarize the key points of explanations given by teacher and peers, showing a good interpretation of them"* **(Bloque 4: 5)** *"5.1. Produces lexical structures according to the explanations given by the teacher"* *"5.2. In some way, master the academic subject matter in class, establishing a functional sequence and showing arguments that prove certain self-sufficiency."*
Tiempo Total: 50' - Activity 1: 15' - Activity 2: 20' - Activity 3: 15'	**Contenidos** **Bloque 2**: Estrategias de producción:**1, 3 y 6.** Aspectos socioculturales y sociolingüísticos:**2, 4 y 5.** Funciones Comunicativas: **3 y 8.** Patrones sonoros, acentuales, rítmicos y de entonación: **1**. **Bloque 4:** Estrategias de producción: Planificación: **1 y 2.** Ejecución: **1 y 3.** Funciones Comunicativas: **1, 4 y 9.** Estructuras sintáctico-discursivas: **1.** **Bloque 1**: Estrategias de comprensión:**1 y 3.** Aspectos socioculturales y sociolingüísticos: **2 y 4.** Funciones comunicativas: **3 y 8.** Patrones sonoros, acentuales, rítmicos y de entonación: **1**	

Further activities to be developed as FINAL TASKS

CUADRO *Final Task 1* (Gilbow, S.L. (2013) *Red Card.* Retrieved from <https://escapepod.org/2013/04/26/ep393-red-card/>). *Days likely to be discussed: 30th/31st January// 4th February*

Actividades	Criterios de evaluación	Estándares de aprendizaje
- *Reading check* - *"Read Card" connection to sexist violence Debate*	"*The students should be able to:*" (Bloque 1:3) "*Identify the most relevant points and essential information of the oral texts produced by peers (in a debate format) by using their knowledge of communicative functions for its understanding.*" (Bloque 2: 1) "*Produce short and understandable oral texts, expressing an opinion based on the acquired socio-cultural aspects, showing determination in the arguments they provide.*" (Bloque 3: 2) "*Apply the most appropriate strategies for understanding and organizing the general meaning, essential information, main points and ideas or relevant details of the text.*"	"*The Students can:*" (Bloque 2: 3 y 4) "*3.1. Take an active part in both general classroom discussion and informal conversation with peers.*" "*3.2. Formulate and express their ideas in front of both teacher and classmates.*" "*4.1 Develop their own point of view speaking fluently*" "*4.2 Remark their own believes in a clear, organized and coherent manner*" (BLOQUE 1: 1) "*1.1 Understand and interpret both the meaning of the instructions articulated by the teacher and the main ideas said by the peers*" "*1.2 Summarize the key points of classmates explanations/ reasonings showing a good interpretation of it, showing ability to follow that line of argument or, on the contrary, to disprove it with precise insights*"
Tiempo	**Contenidos**	
Total 50' - Activity 1: 10' - Activity 2: 40'	**Bloque 1**: Estrategias de comprensión:**1 y 3**. Aspectos socioculturales y sociolingüísticos:**2 y 4**.Funciones Comunicativas:**3 y 8**. Patrones sonoros, acentuales, rítmicos y de entonación: **1**. **Bloque 2**: Estrategias de producción: **1,3 y 6**.Aspectos socioculturales y sociolingüísticos: **2, 4** y **5**. Funciones comunicativas: **3 y 8**. Estructuras sintáctico- discursivas: **1**.	

Further activities to be developed as FINAL TASKS

CUADRO *Final Task 2* (Shakespeare, W. (Ed. Woelffer, A.) *The Tragedy of Othello, The Moor of Venice*. **Retrieved from <http://mrslivaudais.com/wp-content/uploads/2013/06/no-fear-shakespeare-othello.pdf>**) *Days likely to be discussed: 28th February//3rd March*

Actividades	Criterios de evaluación	Estándares de aprendizaje
- Reading check (Act 2, Scene 3 & Act 5, Scene 2) - "Othello" connection to jealousy Debate	**"*The students should be able to:*"** **(Bloque 1:3)** *"Identify the most relevant points and essential information of the oral texts produced by peers (in a debate format) by using their knowledge of communicative functions for its understanding."* **(Bloque 2: 1)** *"Produce short and understandable oral texts, expressing an opinion based on the acquired socio-cultural aspects, showing determination in the arguments they provide."* **(Bloque 3: 2)** *"Apply the most appropriate strategies for understanding and organizing the general meaning, essential information, main points and ideas or relevant details of the text."*	"*The Students can:*" **(Bloque 2: 3 y 4)** *"3.1. Take an active part in both general classroom discussion and informal conversation with peers."* *"3.2. Formulate and express their ideas in front of both teacher and classmates."* *"4.1 Develop their own point of view speaking fluently"* *"4.2 Remark their own believes in a clear, organized and coherent manner"* **(BLOQUE 1: 1)** *"1.1 Understand and interpret both the meaning of the instructions articulated by the teacher and the main ideas said by the peers"* *"1.2 Summarize the key points of classmates explanations/reasonings showing a good interpretation of it, showing ability to follow that line of argument or, on the contrary, to disprove it with precise insights"*
Tiempo	**Contenidos**	
Total 50' - Activity 1: 10' - Activity 2: 40'	**Bloque 1**: Estrategias de comprensión:**1 y 3**. Aspectos socioculturales y sociolingüísticos:**2 y 4**.Funciones Comunicativas:**3** y **8**. Patrones sonoros, acentuales, rítmicos y de entonación: **1**. **Bloque 2**: Estrategias de producción: **1, 3 y 6**.Aspectos socioculturales y sociolingüísticos: **2, 4** y **5**. Funciones comunicativas: **3 y 8**. Estructuras sintáctico- discursivas: **1**.	

Further activities to be developed as FINAL TASKS

CUADRO *Final Task 3* (**Role-playing creation "sexist violence dennouncement": connection between *Red Card* and *Othello*.)** *Days likely to be discussed: 27th/28th March*

Actividades	Criterios de evaluación	Estándares de aprendizaje
- *Othello and Red Card group review and debate* - *Brainstorming and writing of the future performance* - *Display of peer performances (possibility of resuming the session some other day)*	*"The students should be able to:"* **(Bloque 1:3)** *"Identify the most relevant points and essential information of the oral texts produced by peers (in a debate and review session formats) by using their knowledge of communicative functions for its understanding, remembering previously seen knowledge"* **(Bloque 2: 1)** *"Produce short and understandable oral texts, expressing an opinion based on the acquired socio-cultural aspects, showing determination in the arguments they provide."* **(Bloque 3: 2)** *"Apply the most appropriate strategies for understanding and organizing the general meaning, essential information, main points and ideas or relevant details of the text".*	"*The Students can*:" **(Bloque 2: 3 y 4)** *"3.1. Take an active part in both general classroom discussion and informal conversation with peers."* *"3.2. Formulate and express their ideas in front of both teacher and classmates."* *"4.1 Participate in the role-playing in pairs showing a good attitude and proficiency in speaking"* *"4.2 Remark their own believes in a clear, organized and coherent manner, being able to apply the lexical knowledge seen in class"* **(BLOQUE 1: 1)** *"1.1 Understand and interpret both the meaning of the instructions articulated by the teacher and the main ideas said by the peers"* *"1.2 Summarize the key points of classmates explanations/ reasonings showing a good interpretation of it, showing ability to follow that line of argument or, on the contrary, to disprove it with precise insights"* **(BLOQUE 4: 5)** *"5.1 Produce lexical structures according to the explanations given by the teacher"* *"5.2 In some way, master the academic subject matter in class, establishing a functional sequence and showing arguments that prove certain self-sufficiency"*
Tiempo	**Contenidos**	
Total 50' - Activity 1: 10' - Activity 2: 15' - Activity 3: 25' -	**Bloque 1**: Estrategias de comprensión:**1 y 3**. Aspectos socioculturales y sociolingüísticos:**2 y 4**.Funciones Comunicativas:**3** y **8**. Patrones sonoros, acentuales, rítmicos y de entonación: **1**. **Bloque 2**: Estrategias de producción: **1, 3 y 6**.Aspectos socioculturales y sociolingüísticos: **2, 4** y **5**. Funciones comunicativas: **3 y 8**. Estructuras sintáctico- discursivas: **1**.	

ANNEX I

1st Kahoot

1 - Quiz

My new shop, which you visited last week, is very successful

20 sec

🔺 Defining — ✗

🔷 Non-defining — ✓

2 - Quiz

My mobile phone, without which I could not live, is always in my left pocket.

20 sec

🔺 Non-defining — ✓

🔷 Defining — ✗

3 - Quiz

Mark is going to Ireland, which is his favourite country.

20 sec

🔺 Defining — ✗

🔷 Non-defining — ✓

4 - Quiz

The politician who visited Medina last week is against animal mistreatment.

20 sec

🔺 Defining — ✓

🔷 Non-defining — ✗

5 - Quiz

Everyone who gets to the sales early can find excellent bargains.

20 sec

🔺 Non- defining — ✗

🔷 Defining — ✓

6 - True or False

Defining Clause: "Robert, who was extremely hungry, decided to cook some pasta".

20 sec

🔷 True — ✗

🔺 False — ✓

7 - True or False

Defining Clause: The person I spoke to was wearing a round, red hat.

☑ I agree
☐ I disagree

20 sec

◆ True ✓

▲ False ✗

8 - Quiz

Susan's sister, who loves cats, offered me a kitten.

20 sec

▲ Non-defining ✓

◆ Defining ✗

9 - Quiz

The player who had earlier missed a penalty scored after 20 minutes.

20 sec

▲ Non- defining ✗

◆ Defining ✓

10 - Quiz

My 1st Bachelor students, who are experts in Relative Clauses, are easily going to pass the final exam.

20 sec

▲ Defining ✗

◆ Non-Defining ✓

2nd Kahoot

1 - Quiz
Philoshopy is a subject ____ I've never understood

20 sec

- ▲ where — ✗
- ◆ which/that/ - — ✓
- ● whom — ✗
- ■ who — ✗

2 - Quiz
I want a new smartphone ___ takes good photos

20 sec

- ▲ when — ✗
- ◆ who — ✗
- ● which/that — ✓
- ■ where — ✗

3 - Quiz
I work in that big building ____ you can see over there

20 sec

- ▲ which/who/ - — ✗
- ◆ where — ✗
- ● which/that/ - — ✓
- ■ who — ✗

4 - Quiz
Lee Harvey Oswald is the man ___ shot John F. Kennedy

20 sec

- ▲ which/that — ✗
- ◆ - — ✗
- ● where — ✗
- ■ who/that — ✓

5 - Quiz

Nadal is the famous person ___ I'd most like to meet

20 sec

▲	who/that	✕
◆	where	✕
●	who/that/-	✔
■	when	✕

6 - Quiz

What's the name of the girl ___ is wearing the yellow dress?

20 sec
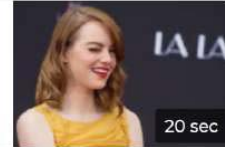
▲	that	✕
◆	-	✕
●	which/-	✕
■	who/that	✔

7 - Quiz

You'd better buy a coat ___ keeps you warm this winter

20 sec

▲	which/that	✔
◆	-	✕
●	who/that/ -	✕
■	where	✕

8 - Quiz

You are the most beautiful person ___ I've ever seen

20 sec

▲	-	✕
◆	that	✕
●	which/that/ -	✕
■	who/that/ -	✔
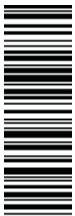
ANNEX II
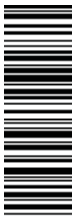
RELATIVE CLAUSES + IMPERSONAL PASSIVE

This is going to be your test. Please keep calm, it's very simple. Read the statements carefully, you won't have anything we haven't seen in class. Write your answers in the section called "TU RESPUESTA".

*Obligatorio

Dirección de correo electrónico *

Tu dirección de correo electrónico

RELATIVE CLAUSES SECTION
I - Join the following sentences using relative pronouns.

1. She's a nice old lady. Her parents were born in New York *   1 punto

Tu respuesta

2. Did you pick up the keys? They were on the table. *   1 punto

Tu respuesta

3. A man brought in a small girl. Her hand had been cut by flying glass. *   1 punto

Tu respuesta

4. Cathy Freeman was an aborigine athlete. She lit the Olympic flame in Sydney. *   1 punto

Tu respuesta

5. Malka is a Spanish woman. Her husband is Egyptian. *   1 punto

Tu respuesta

6. Iván is a boy. I go out with Iván. *   1 punto

Tu respuesta

7. She slept in a hotel. It was very comfortable. *   1 punto

Tu respuesta

8. Tom had been driving all day. He was tired and wanted to stop. *   1 punto

Tu respuesta

FURTHER RELATIVE CLAUSES

II - Combine the sentences using defining or non-defining relative clauses, using the relative pronoun only where necessary. BEGIN WITH THE WORDS YOU ARE GIVEN!

1. We spent our holiday in Scotland last year. Scotland is in the north of Great Britain. LAST YEAR....... *   1 punto

Tu respuesta

2. People live in Scotland. They are called Scots. THE PEOPLE..... *   1 punto

Tu respuesta

3. We first went to Edinburgh. Edinburgh is the capital of Scotland. WE FIRST......... *   1 punto

Tu respuesta

4. Arthur Conan Doyle was born in Edinburgh. He wrote the Sherlock Holmes stories. ARTHUR CONAN DOYLE............. *   1 punto

Tu respuesta

5. Then we visited a lake. It is in the Highlands. THE LAKE...... *   1 punto

Tu respuesta

6. Loch Ness is 37 km long. People know it for its friendly monster. LOCH NESS............... *   1 punto

Tu respuesta

7. There we met an old man. He told us that he had seen Nessie. AN OLD MAN.......... *   1 punto

8. We then travelled to a mountain. The mountain is near the town of Fort William. WE THEN .... * — 1 punto

Tu respuesta

9. The mountain is the highest mountain in Great Britain. It is called Ben Nevis. THE MOUNTAIN........ * — 1 punto

Tu respuesta

10. I sent you a postcard. It was written on the summit of Ben Nevis. THE POSTCARD.......... * — 1 punto

Tu respuesta

Siguiente — Página 1 de 2

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RELATIVE CLAUSES + IMPERSONAL PASSIVE

*Obligatorio

IMPERSONAL PASSIVE SECTION

Rewrite the sentences using the structure of the IMPERSONAL PASSIVE. Write your answers in the section called "TU RESPUESTA".

1. My whole family thinks that ghosts exist. * — 1 punto

Tu respuesta

2. Specialists say that the business was not good. * — 1 punto

Tu respuesta
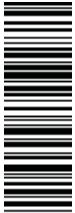
3. People think that money is the most important thing in life. *

1 punto

Tu respuesta

4. Astronauts confirm that the rocket was broken. *

1 punto

Tu respuesta

5. The witness admitted that the crime had happened in front of him. *

1 punto

Tu respuesta

6. My friend noticed that he missed his wallet *

1 punto

Tu respuesta

7. Citizens think that the monument is over 1000 years old. *

1 punto

Tu respuesta

8. Military authorities believed that the explosion had been injured in the earthquake. *

1 punto

Tu respuesta

9. They claim that his diamond is the largest in the World. *

1 punto

Tu respuesta

10. The NASA confirms that the space shuttle fell into the Pacific Ocean. *

1 punto

Tu respuesta

🔘 Envíame una copia de mis respuestas.

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RELATIVE PRONOUNS

Relative Pronouns introduce relative clauses. Relative clauses are of two kinds: *Defining* and *Non-defining*.

Defining Relative Clauses

These describe the preceding noun in such a way as to distinguish it from other nouns of the same class. A clause of this kind is essential to the clear understanding of the noun:

The man *who told me this* refused to give his name.

Who told me this is the relative clause. If we omit this, it is not clear what man we are talking about. Notice that there is no comma between a noun and the defining relative clause:

The noise *that he made* woke everybody up.

Relative Pronouns used in Defining Relative Clauses

For persons	Subject:	who that
	Object:	whom who that
	Possessive:	whose
For things	Subject:	which that
	Object:	which that
	Possessive:	whose of which

Use for persons: **who** or **that**. Who is normally used as a subject.

The man *who robbed you* is called Sykes.

That is much less usual than **who** as a subject except after superlatives and after: *all, nobody, no one, someone, somebody, anybody*, etc., when either **who** or **that** can be used:

All who / that heard him were delighted with him.

As an object: **whom, who** or **that**. The technically correct form is **whom**, but this is considered very formal and seldom used in spoken English. Instead we use **who** or **that** (**that** being more usual than **who**) and it is still more common to omit the relative pronoun all together.

The man *whom* I saw was called Smith.
The man *who* I saw was called Smith.
The man *that* I saw …
The man I saw … (relative pronoun omitted)

With a preposition: **whom** or **that**. It is more usual to move the preposition to the end of the clause but it is still more common to omit the relative altogether.

The man *who(m)* I bought it *from* told me to oil it.

1

The man *that* I bought it *from* told me to oil it.
The man I bought it *from* told me to oil it.

Possessive: **whose** is the only possible form:

People *whose* rents have been raised can appeal.

Use for things:
Subject: **which** or **that**.

This is the picture *which / that* caused such a sensation.

Object: **which** or **that** or no relative at all.

The car *which / that* I hired broke down after five minutes.
The car I hired broke ...

Which is hardly ever used after *all, much, little, everything, none, no* and compounds of *no*, or after superlatives. Instead we use **that**, or omit the relative altogether, if it is a Direct Object.

All the apples *that* fall are eaten by pigs.
This is the best hotel *(that)* I know.

With a preposition: **which** or **that** or no relative (the same as for persons).

The relative pronoun **what**.
What: the thing that / the things that, tec.

The things that we saw astonished us = *What* we saw astonished us.

Non-Defining Relative Clauses.

They are placed after nouns which are definite already. They do not therefore define the noun, but merely add something to it giving some more information about it. They are not essential in the sentences and can be omitted without causing confusion. They are separated from their noun by commas.

Relative Pronouns

	Subject	Object	Possessive
For persons	who	whom, who	whose
For things	which	which	of which, whose

Use for persons:
Subject: **who**
Only **who** can be used. Note the commas:

My gardener, *who* is very pessimistic, says that there will be no apples this year.

2

Object: **whom, who**
It must always be used and cannot be omitted: **whom** is the correct form though **who** is sometimes used in conversation:

She introduced me to her husband, *whom* I hadn't seen before.

Object with preposition: **whom**
Mary, *with whom* I drove home, has a Rolls Royce.
Mary, *who(m)* I drove home *with*, has a Rolls Royce. (more common in conversation)

Possessive: **whose**
Chopin, *whose* works are world famous, composed some of his music here.

Use for things
Subject: **which**
His new house, *which* is absolutely enormous, has no running water.

Object: **which**
It cannot be omitted.
Julius Caesar, which you are going to see tomorrow, was written by Shakespeare.

With a preposition: **which**
This sherry, *for which* I paid one pound fifty, is awful.
    This sherry, *which* I paid one pound fifty *for*, is awful. (more common in conversation)

Possessive: **whose** or **of which**
Whose can be used, especially for animals, and **of which** for things.

My dog, *whose* temper is very uncertain, often bites the judges at dog shows.
His thesis, *of which* the last hundred pages are nonsense, will probably win him a lot of notoriety.

The connective relatives are **who** and **which**
I met Mary. She gave me this.
I met Mary *who* gave me this.

I bought this map. It helped me a lot.
I bought this map *which* helped me a lot.

Which can refer to a whole clause:
He said that he had never been here before, *which* was not true.

Commas are used with connective relatives.
What cannot be used as a connective relative, and neither can **that**.

Relative adverbs
    The relative adverbs **when**, **where** and **why** are used to replace a preposition + the relative pronoun **which**.
    When replaces **in / on which**, used for time.

3

Where replaces **in which** or **at which**, used for place.
Why replaces **for which**, used for reasons.

The year *in which* he died = the year *when* he died.
The day *on which* she arrived = the day *when* she arrived.
The house *in which* he lived = the house *where* he lived.

Findland, *where* he spends his holidays, has lots of lakes.
The reason *why* he came is not very convincing.

EXERCISES

I. Join the following sentences using relatives.

1. She's a nice old lady. Her parents were born in New York.
   _____ whose _____

2. Did you pick up the keys? They were on the table.
   _____ that/which _____

3. A man brought in a small girl. Her hand had been cut by flying glass.
   _____ whose _____

4. Cathy Freeman was an aborigine athlete. She lit the Olympic flame in Sydney.
   _____ who lit ..._____

5. Mayka is a Spanish woman. Her husband is Egyptian.
   _____ whose _____

6. Iván is a boy. I go out with Iván.
   _____ with whom _____

7. She slept in a hotel. It was very comfortable.
   _____ which _____

8. Tom had been driving all day. He was tired and wanted to stop.
   _____ who ..._____

II. Choose the most appropriate relative pronoun. Use *that* only if necessary.

that no puede ir entre comas
o no se puede quitar el pronombre si va entre comas

1. John, _____ is my younger brother, went to do the shopping.
2. His work, _____ is very difficult, exhausted him.
3. Tom, _____ mother is French, speaks the language very well.
4. Mr Smith, _____ I was talking to, is a carpenter.
5. Your problem, _____ I have thought about a lot, is a difficult one.
6. Our friends, _____ advice we sought, were very helpful.
7. It was there that he met Mary _____ is now his wife.
8. The treaty, _____ was signed yesterday, is an excellent one.
9. His father, _____ works very hard, has just bought this house.
10. Yesterday I met Harry, _____ works nearby.

III. Combine the sentences using a relative clause. Use relative pronouns only where necessary. Note that you have to use commas in some of the sentences.

1. We spent our holiday in Scotland last year. Scotland is in the north of Great Britain.
   Last year we *spent our holidays in Scotland, which is in the north of Great Britain.*
2. People live in Scotland. They are called Scots.

4

The people _____

3. We first went to Edinburgh. Edinburgh is the capital of Scotland.
   We first _____

4. Arthur Conan Doyle was born in Edinburgh. He wrote the Sherlock Holmes stories.
   Arthur Conan Doyle _____

5. Then we visited a lake. It is in the Highlands.
   The lake _____

6. Loch Ness is 37 km long. People know it for its friendly monster.
   Loch Ness _____

7. There we met an old man. He told us that he had seen Nessie.
   An old man _____

8. We then travelled to a mountain. The mountain is near the town of Fort William.
   We then _____

9. The mountain is the highest mountain in Great Britain. It is called Ben Nevis.
   The mountain _____

10. I sent you a postcard. It was written on the summit of Ben Nevis.
    The postcard _____

IV. Combine the following pairs or groups of sentences by means of relative pronouns, making any necessary changes.

1. His girlfriend turned out to be an enemy spy. He trusted her absolutely.
   _____

2. We'll have to walk across the frontier. This will be difficult.
   _____

3. We lit a fire. It soon dried out our clothes.
   _____

4. I played with a girl. She was very nice.
   _____

5. I've got a friend. Her mother is in hospital.
   _____

6. A vegetarian is a person. This person doesn't eat meat.
   _____

V. Complete the sentences using the information in brackets.

1. (we met some people) *The **people we met** were very nice.*
2. (I'm wearing shoes) *The shoes* .... *are not very comfortable.*
3. (you're reading a book) *What's the name* ....?
4. (I wrote a letter to her) *She didn't get the* .... *I* ....
5. (they gave me an umbrella) *I've lost* ....
6. (they invited some people to dinner)
   The people .... *didn't come.*

VI. Combine the following pairs or groups of sentences, using relative pronouns.

9. My grandmother is 90 years old. She has never been ill.
   _____

10. The Earth is a planet. It moves round the sun.

5

11. This is the place. We should build our house here.

_____

12. Mary loves studying. She is my younger sister.

_____

13. I work for a firm. This firm makes cars.

_____

14. I met an old lady. Her dog had disappeared.

_____

15. A grocer's is a shop. You can buy fruit there.

_____

16. In February we'll be very busy. It's the shortest month.

_____

VII.   Join these sentences with *who, whose, which* or *where*.

1. Yesterday I met Robbie James. Robbie James is the drummer in a new pop group called 'Street Level'.
    Yesterday I met Robbie James, who is the drummer in a new pop group called 'Street Level'.

2. The house has been for sale since last February. The house is very expensive.

_____

3. Susan Rose has just won £ 100,000. Susan Rose's brother Paul works in my office.

4. I went to Munich. I had always wanted to visit Munich.

_____

5. A cup is an object. We drink out of it.

_____

6. Mrs Greeman's dog is mad. It bit a young girl yesterday.

_____

7. They rowed across the Atlantic. This had never been done before.

_____

8. The doctor came by. We didn't know him.

_____

VIII. Combine the following pairs or groups of sentences, using relative pronouns.

1. She was dancing with a student. He had a slight limp.

2. Mike speaks French very well. Mike's mother comes from Paris.

3. Last summer we went to Whitby. We stayed at The Queen's Hotel in Whitby.

4. My uncle Peter is coming to see me next week. My uncle Peter lives in Scotland.

5. I am looking after some children. They are terribly spoilt.

_____
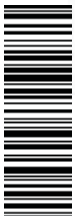
Join the following sentences by using a relative pronoun.

1. The girl wants to study medicine. She came from India.

2. The dress has faded. It was bought last week.

3 The missing boy has been traced. The police were looking for him.

4. Stella is both pretty and intelligent. She will represent our college in the beauty contest.

5. The beaver is a native of Canada. It is a hardworking animal.

6. Charles won the tournament. He plays tennis every day.

7. The airplane was grounded. It had developed some engine trouble.

8. The dog lay in the gutter. It was hungry and exhausted.

9. The spike was sharp and pointed. It had been driven into the ground.

10. The girl was small and pretty. She stepped from the bus.

test: 1.

In the year 122 AD, the Roman Emperor Hadrian (visit) _____ his provinces in Britain. 2. On his visit, he (tell) _____ (by his soldiers) that Pictish tribes from Britain's north had attacked them in many occasions. 3. So Hadrian (give) _____ the order to build a protective wall across one of the narrowest parts of the country. 4. After 6 years of hard work, in 128 AD the Wall (finish) _____. 5. It (be) _____ 117 kilometres long and about 4 metres high. 6. The Wall (guard) _____ by 15,000 Roman soldiers. 7. Every 8 kilometres there (be) _____ a large fort in which up to 1,000 soldiers (find) _____ shelter*. 8. The soldiers (watch) _____over the frontier to the north and (check) _____ the people who wanted to enter or leave Roman Britain. 9. In order to pass through the Wall, people had to go to one of the small forts that (serve) _____ as gateways*. 10. Those forts (call) _____ "milecastles" because the distance from one fort to another was one Roman mile (about 1,500 metres). 11. Between the milecastles there (be) _____ two turrets from which the Wall (guard) _____ by the soldiers. 12. If the Wall (attack) _____ by enemies, the soldiers at the turrets (run) _____ to the nearest milecastle for help or lit* a fire that (can + see) _____ by the soldiers in the milecastle. 13. In 383 Hadrian's Wall (abandon) _____. 14. Today Hadrian's Wall (visit) _____ by millions of tourists every year. 15. In 1987, it (become) _____ a UNESCO World Heritage Site.

shelter* = escut, protecció gateways* = portes principals lit* = past form of verb LIGHT (a fire)

IMPERSONAL PASSIVE

1. My whole family thinks that ghosts exist.

1. People think that money is the most important thing in life.

1. Specialists say that the business was not good.

1. Children said that the rock star had only sung three songs.

1. Astronauts confirm that the rocket was broken.

1. Some people believe that the prisoner has had second chances.

1. My boss expects that the job will be done soon.

1. The witness admitted that the crime had happened in front of him.

1. A lot of children think that Santa Claus is real.

1. The bodyguards assume that the fight was a trap.

1. The police proved that the thieves stole the money.

1. Politicians believe that the global warming is dangerous.

f) 1. The company reported that the new models will be totally made in Madrid.

g   1. The NASA confirms that the space shuttle fell into the Pacific Ocean.

   1. The country expects that the workers finish the stadium before the World Cup.

h   1. They assume that the security system failed.

i, 1. They claim that this diamond is the largest in the World.

   1. The patients consider that she is an excellent dentist.

2   1. Journalists reported that many people had been injured in the earthquake.

   1. Military authorities believed that the explosion had been caused by a mine.

   1. Citizens think that the monument is over 1.000 years old.

   1. Researchers said that the reports were ready.

   1. The lady thought that she had stolen the money.

   1. Some guys said that the boss is an incredible man.

   1. My friend noticed that he missed his wallet.

   1. The witnesses believed that a dog saved the baby.
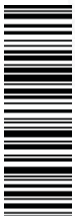
ANNEX III

Source: Own Elaboration. Available at <https://docs.google.com/forms/d/e/ 1FAIpQLSfNO8TrbMLbtgzt4QArbaVfvXXMcpE3wt0HWHPG-0sWN6pVeA/ viewform?usp=sf_link>

General assessment of the session

Please answer these questions before you go, as honestly as possible

*Obligatorio

Do you prefer this type of online classes or the usual ones at the high school? *

○ ONLINE

○ USUAL CLASSES

Do you feel more comfortable being in class with your classmates or at home taking online lectures? *

○ WITH CLASSMATES

○ ONLINE AT HOME

Do you think online exams are more suitable than face-to-face exams? *

○ YES

○ NO

Do you prefer to have exams from time to time or having an assessment without exams through daily work? *

○ EXAMS

○ DAILY WORK ONLY

How do you feel more motivated to work, through these online classes or through the face-to-face classes? *

○ ONLINE

○ FACE-TO-FACE

Do you think the professor's explanations were clear enough? *

○ YES

○ NO
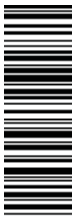
Do you think that having worked with technological tools during the whole session could have positively influenced in your motivation? *

○ NOT AT ALL

○ YES, ABSOLUTELY

Would you take the class again, or at least a similar one with online features? *

○ YES

○ NO

How do you feel more fulfilled, doing tasks in pairs or small groups, or by yourself? *

○ PAIRS/SMALL GROUPS

○ BY MYSELF

How do you think today's class could be improved? *

Tu respuesta

Enviar
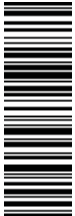
ANNEX IV

Source: Own Elaboration and Oscar's Academy Youtube, 2020. Joaquin Phoenix wins Best Actor. Available at <https://www.youtube.com/watch?v=qiiWdTz_MNc>

JOKER'S OSCAR SPEECH

Joaquin Phoenix: God, I'm full of so much gratitude right now. I do not feel elevated above any of my fellow nominees or anyone in this room, because we share the same love – that's the love of film. And this form of expression has given me the most extraordinary life. I don't know where I'd be without it.

But I think the greatest gift that it's given me, and many of us in this room is the opportunity to use our voice for the voiceless. I've been thinking about some of the distressing issues that we are been facing collectively, and I think at times we feel or we are made to feel that we champion different causes. But for me, I see commonality. I think, whether we're talking about gender inequality or racism or queer rights or indigenous rights or animal rights, we're talking about the fight against injustice.

We're talking about the fight against the belief that one nation, one people, one race, one gender, or one species, has the right to dominate, use and control and exploit another with impunity. I think we've become very disconnected from the natural world. Many of us are what we are guilty of is an egocentric world view, the believe that we're the centre of the universe. We go into the natural world and we plunder it for its resources. We feel entitled to artificially inseminate a cow and when she gives birth, we steal her baby, even though her cries of anguish are unmistakeable. Then we take her milk that's intended for her calf and we put it in our coffee and our cereal. And I think we fear the idea of personal change, because we think we need to sacrifice something; to give something up. But human beings at our best are so inventive and creative, and ingenious and I think that when we use love and compassion as our guiding principles we can create, develop and implement systems of change that are beneficial to all sentient beings and to the environment.

Now, I have been... I've been a scoundrel all my life, I've been selfish. I've been cruel at times, hard to work with, and I'm grateful that so many of you in this room have given me a second chance, and I think that's when we're at our best: when we support each other, not when we cancel each other out for our past mistakes, but when we help each other to grow, when we educate each other; when we guide each other toward redemption. That is the best of humanity.

...When he was 17, my brother wrote this lyric, he said: "run to the rescue with love and peace will follow." Thank you.

OPINION

CORONAVIRUS vs Measles (sarampión)
2000 deaths (El Congo) → over 6000 deaths
from it
do you think we watch, what anybody wants to watch (OMS)
China → emerging economic power

=) WHY is everyone talking about China instead of El Congo?
=) Why media shows China instead of Congo?
=) ECONOMIC INTEREST

JOKER'S OSCAR SPEECH

estoy lleno de tanta gratitud

showing respect, they are the same even though the Oscar award

Joaquin Phoenix: God, I'm full of so much gratitude right now. I do not feel elevated above any of
compañeros
my fellow nominees or anyone in this room, because we share the same love – that's the love of

film. And this form of expression has given me the most extraordinary life. I don't know where I'd
=) uncertainty / doubt
be without it.

regalo (present)
But I think the greatest gift that it's given me, and many of us in this room is the opportunity to use
people not having a voice, not famous
angustioso problema (matter/topic)
our voice for the voiceless. I've been thinking about some of the distressing issues that we are been
(defendemos) / facing
enfrentarse (confront)
facing collectively, and I think at times we feel or we are made to feel that we champion different
things in common   ya sea
causes. But for me, I see commonality. I think, whether we're talking about gender inequality or
homosexuales
racism or queer rights or indigenous rights or animal rights, we're talking about the fight against
injustice.
literary means: strange, unusual
examples of today's (in)justice
(according to his belief)

1st TIME (CALLS ATTENTION OF ENTIRE PUBLIC)
apparently introduces a theme to be reivindicative
huge critic to today's politicians. Although we must be following the same path, seems like the most important thing is to be right above the rest of countries

We're talking about the fight against the belief that one nation, one people, one race, one gender, or
(abuse)
one species, has the right to dominate, use and control and exploit another with impunity. (without any consequences)

I think we've become very disconnected from the natural world. Many of us are what we are guilty
(me as the centre of the universe)
of is an egocentric world view, the believe that we're the centre of the universe. We go into the
(saquear), steal goods   (to have the right of)
natural world and we plunder it for its resources. We feel entitled to artificially inseminate a cow
(angustia) = agony
and when she gives birth, we steal her baby, even though her cries of anguish are unmistakeable. (evident)
(ternero)
Then we take her milk that's intended for her calf and we put it in our coffee and our cereal.
(temer)
And I think we fear the idea of personal change, because we think we need to sacrifice something;
renunciar a algo   en nuestro mejor momento (innovative)   smart / intelligent
to give something up. But human beings at our best are so inventive and creative, and ingenious and
rectores, que guían
I think that when we use love and compassion as our guiding principles we can create, develop and
seres sensibles
implement systems of change that are beneficial to all sentient beings and to the environment.
concious / sensible   animals / plants
egocentric, self-centered

direct attack to humans
examples of our unfair actions
He still sees hope. But he warns us to work collectively

(bastard) (sinvergüenza)
Now, I have been... I've been a scoundrel all my life, I've been selfish. I've been cruel at times,
agradecido
hard to work with, and I'm grateful that so many of you in this room have given me a second
oportunity   mejor momento   help
chance, and I think that's when we're at our best: when we support each other, not when we cancel → (like in politics)
error, fault
each other out for our past mistakes, but when we help each other to grow, when we educate each
hacia   salvación → comes from catholicism, but also meant to give freedom to a slave person.
other; when we guide each other toward redemption. That is the best of humanity.

second chances are always possible, we are still at time. anulamos

...When he was 17, my brother wrote this lyric, he said: "run to the rescue with love and peace will

follow." Thank you.
→ pursuit your own happiness showing always respect?

That's the possible solution he sees =) RESPECT EVERYTHING, DO NOT FEEL EMPOWERED

Critical Thinking Exercises

→ Preguntar sobre película "Joker"
- Did you like it?
- Could you guess which was its main theme?
- Can anyone summarize the plot?

=) main theme

The rise of a villain?
antagonist?

VS

loneliness (and the lack of psychological aid)
might radically change our mind and behaviour,
since we are social animals

---→ mental diseases (sociopathy) → "You" TV series
what do you think about psychological   Netflix
                              assistance?

→ Visualización Phoenix's speech

→ Exercises to be done → CRITICAL THINKING → WHY?

1st - Brief summary of what Phoenix said (2-3 lines max)
2nd - Write down the quote related to Phoenix brother.
  "Run to the resme with love and peace will follow
  (pursuit of your own happiness showing always respect)?

→ Taking into account both Phoenix's brother quote
and Phoenix speech : CHOOSE ONE OPTION

To what extent do you believe loneliness can
actually change people's mind and behaviour?

(para los que hayan visto JOKER)

Be PRECISE
CONCRETE
SHOW MATURITY

What you are going
to write will be always
correct, as it is your
own opinion. You need
to develop your own
point of view, and
show it to me, defend
it firmly.

Is it ethical that
humans feel empowered
enough to control everything
surrounding us?

2°Bach
Visualización sin nada
Un par veces
Otra visualización con transcript
debate
Ejercicios para casa

1°Bach
Visualización con subs
tbi lectura transcript
mandamos ejercicios
y realización en clase

HUMANS NATURE?

WRITING (150 máx)

Phoenix's Speech Analysis =) He clearly wants to persuade the public. However, how does he do it?

Signal any type of ~~persuasion~~ you might see in the text

(4) "I do not feel ..." → showing respect, they are the same even though the ~~Oscar award~~.

(5) "... opportunity to use our voice for the voiceless" → 1st time he tries to get the attention of the entire public

(6) "... distressing issues that we are been facing ~~together~~ ..." → apparently introduces a theme to be reivindicate, to start his critic

(7) "... we are made to feel that we champion different causes ..." → HUGE CRITIC: big critic to today's politicians. Although we must be following the same path (for instance in enviromental laws, which USA decided not to be part of the world agreement anymore) seems like the most important thing is to be right above the rest of countries.
=) Example: Coca Cola's add: people discussing to be right.

(9) "injustice" ⌐ heavy word, tries to catch our attention again
└ he gives examples of ~~today's~~ injustices (according to his own belief)

→ We should only focus on fighting together instead of seeing who's right
=) Would it be the same to say "bad things" instead of INJUSTICE?
⟹ It wouldn't have had the same persuasive function

(10-11) "one nation, race ... EXPLOIT / IMPUNITY" → those words are used to condemn how developed countries only look for their own ~~benefits~~, not taking care about people's interests.
=) EXAMPLE of interest in oil-producing countries

NEED TO KNOW YOUR OPINION → CORONAVIRUS VS Measles (Sarampión)
8000 deaths from it | (El Congo) over 6000 deaths

Do you think we watch what our politicians want us to watch?
→ Need to be ~~critic~~, you are soon going to vote!

ECONOMIC INTEREST

WHY is everyone talking about China instead of El Congo? (including OMS)
WHY does media only show vs China instead Congo?
→ China is an emerging economic power

(13) "what we are guilty of is an egocentric world view" → direct attack to human beings

(14) "but humans at our best are..." → next lines he offers examples of our unfair actions, under his own point of view.
"systems of change..." → ~~he still~~ there's still hope. BUT he warns us to work collectively → need to work together to reach this goal.

(21 - last paragraph) "have given me a second chance" → we want to see that he is obviously not perfect. However, we all have the right to be given a second chance. Humans must be given a second chance to respect the environment. We are still at time.

opinion → Do you believe in second chances? (ex: criminals, in love... football?)

↓ "run to the rescue with love and peace will follow" → personal opinion: pursuit your own happiness showing always respect.

that's the possible solution he sees =) RESPECT EVERYTHING, DO NOT FEEL EMPOWERED ABOVE ANYONE OR ANYTHING

Phoenix Speech / 1° Bach

- Brief Summary (2-3 lines max)
- Meaning of "run to the rescue with love and peace will follow"
- Critical thinking (120-150 words)

(Having seen Joker) + To what extent do you believe loneliness can actually change people's mind and behaviour?

+ Is it ethical that humans feel empowered enough to control everything surrounding us?

=) be precise, concrete, show maturity

→ Develop your own point of view, show me WHY you think so
→ defend firmly

→ 3 paragraphs / Title !

The truth we do not listen to

Last summer, my family and I travelled to Brazil. We heard about deforestation in jungles were bigger and bigger but we were shocked seeing areas without old trees and animals. This is a serious problem to solve, the question is, what can we do about it?

On the one hand, everybody knows we need enviroment to survive. We get water, food, medicines from it. If we do not take good care of it, we may not be around to write about the future. This sounds really pesimistic but the worst thing of all is this is true.

Goverments think there are no limits, they can exploit both animals on farms and harvest. They think everything is endless. However, commonality always warned them not to do that because we are going to pay the consequences sooner or later.

On the other hand, rich countries are taking advantage of Africa and South America. They are stealing their natural resources such as petrol, diamonds, wood, etc. Consequently, these areas are poorer and poorer.

Finally, from my point of view the meaning of the word "respect" is the key to make our world a better place to live.

Elsa   1ºA Bach

IS IT ETHICAL THAT HUMANS FEEL EMPOWERED ENOUGH TO CONTROL EVERYTHING SURROUNDING US?

Personally I think is ethical because human beings have reasoning which make us better than the rest of species.

Technically we don't control everything around us, we simply take advantages of it.

Well, this is the "correct" answer of the question, sadly there is a large amount of people who thinks that, thanks to their wealth, they can do whatever they want without taking care of the nature.

This can be showed, for example, in the terrifying deforestation that our flora sufferd for just build a new building, a new road, etc.

People think this isn't harmful for us, because there is lots of forests, but unluckily this is false.

All of our problems, global warming, extintions, contamination, etc, is because of our egoism.

In conclusion, is it ethical? well, it depends of the point of view that has the one you ask.

ZAIRA 1°A BACH
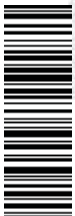
HUMANS' POWER

Humans are the only able to reason in our day to day. Animals can think and feel but they never will can to do the work of humans. They are more inteligents than animals and they control everything with money, machines manufactured by them or with decisions they can make, but never will be able to avoid the natural disasters like tsunami or earthquake.

The problem is that one people or one country, for being man or woman of being richer, take control over other gender or other countries. That is how appears gender inequality, racism and many more problems.

This can became dangerous for the planet because the humans are little respectfle with it. They just think of themselves and for that reason the enviroment is being destroyed by humans. For example, forest are burn, a lot of animals are disappeared...

The humans should be more respectfle and must cease to think we are better than others because everything have same value and the same right.

Alba
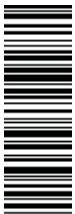
Alba   1ª A Bach.

① __Humans are not the center of universe.__

I think It's unethical for humans to feel the power to control everything. Because first all humans are equal so that we should have the same rights and the same duties. Not because someone is rich or has a lot of power has to dominate our life.

It is true that humans control absolutely everything around us because we are the dominant species, we are the most intelligent species in the world. But we can't control everything the way we do, we must create a world where we are all comfortable.
We must stop exploiting people without power, take more care of the environment and also not destroy nature.

If we continue to do what we are doing, we will destroy our own world with wars or environmentals problems.

ANNEX V

Source: Own Elaboration. Available at <https://docs.google.com/forms/d/e/1FAIpQLSfoQ9kcK37o_LWlj1vNr6RCxXu1Wy_j5sCB3F5QMVSUsUnF7w/viewform?usp=sf_link>

General assessment of the session

Please answer these questions before you go, as honestly as possible

*Obligatorio

Do you prefer to take oral debates online or the usual ones at the high school? *

○ ONLINE

○ USUAL ONES

Where do you feel more urgency to answer oral questions, in class or at home? *

○ CLASS

○ HOME

Did your thoughts changed after listening to your classmates points of view? *

○ YES

○ NOT AT ALL

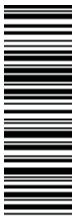Do you think it's important to develop your own critical point of view? *

○ I DO NOT CARE

○ ABSOLUTELY

Do you think that having worked with technological tools during the whole session could have positively influenced in your motivation? *

○ NOT AT ALL

○ YES, ABSOLUTELY

Would you take the class again, or at least a similar one with online features? *

○ YES

○ NO

Do you think that listening to different points of view helps to develop your own? *

○ ABSOLUTELY

○ NOT AT ALL

Was Phoenix's speech easy to understand? *

○ SO DIFFICULT

○ SO EASY

Have you felt motivated to undertake this activity? *

○ YES

○ NO

How do you think today's class could be improved? *

Tu respuesta

Enviar